For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
universitatis
albertaensis

UNIVERSITY OF ALBERTA
QUAECUMQUE VERA

Digitized by the Internet Archive
in 2018 with funding from
University of Alberta Libraries

https://archive.org/details/investigationoft00sain

Thesis
1960
#38

THE UNIVERSITY OF ALBERTA

# AN INVESTIGATION
# OF THE TEACHING OF FRENCH
# IN THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DIVISION OF SECONDARY EDUCATION

by

SISTER SAINT-SYLVA
a.s.v.

EDMONTON, ALBERTA

APRIL, 1960

ABSTRACT

AN INVESTIGATION OF THE TEACHING OF FRENCH
IN THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

The aim of this study was to survey the existing situation concerning the teaching of French in the bilingual schools of Alberta and Saskatchewan, and to seek possible ways of improving the quality of French instruction in these schools.

To secure the necessary information questionnaires were sent to all the bilingual teachers of grades 4 to 8 in Alberta and Saskatchewan. The conditions which were found to exist were compared, where possible, with principles established by research workers in the fields of bilingualism and modern language teaching.

The most significant problems revealed by this study are listed below.

1. Lack of time to cover the French course of studies satisfactorily
2. Undue emphasis placed on formal grammar
3. Inadequate attention given to oral expression
4. Lack of suitable and adequate instructional material
5. Insufficient guidance offered to the bilingual teachers

The most important recommendations offered are as

follows:

1. The offering of courses in methods of teaching French in the bilingual schools, at the Universities of Alberta and Saskatchewan
2. The extension of the time allotted to French instruction in the bilingual schools
3. The revision of the French course of studies of both provinces
4. The provision of better facilities for French instruction
5. The employment of competent supervisors of French instruction
6. The holding of French conventions and institutes on days for which teachers are entitled to salary

ACKNOWLEDGEMENTS

To the principals and teachers of the bilingual schools of Alberta and Saskatchewan, for completing and returning the questionnaires...

To the members of the thesis committee, Dr. B. E. Walker, Dr. E. Buxton, Miss D.Lampard, and to Dr. H. S. Baker, for their sympathetic guidance...

To Mr. Jean-Paul Vinay, L ès L, for his help in translating the questionnaire into French...

To these, and to all those who have given assistance and encouragement in conducting this study, the investigator wishes to express sincere appreciation.

TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I. | THE PROBLEM | 1 |
| | Purpose of the Study | 1 |
| | Historical Background | 2 |
| | Legal Provisions | 4 |
| | Timeliness of the Problem | 5 |
| | Scope of the Study | 6 |
| | Plan of Research | 7 |
| | Organization of the Thesis | 7 |
| | Definition of Terms | 8 |
| II. | RELATED STUDIES | 9 |
| III. | COLLECTION OF DATA | 16 |
| | The Questionnaire | 16 |
| | The Returns from the Questionnaire | 18 |
| IV. | THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN | 21 |
| | Operation and Organization | 21 |
| | Number of Teachers and Pupils | 23 |
| | Summary | 26 |
| V. | QUALIFICATIONS OF THE BILINGUAL TEACHERS | 27 |
| | Academic Qualifications | 27 |
| | Professional Qualifications | 30 |
| | Teaching Experience | 33 |
| | Mother Tongue | 35 |
| | Summary | 35 |

CHAPTER PAGE

VI. GENERAL ORGANIZATION ..... 36

The French Class ..... 36

The French Period ..... 37

Pupils in the Bilingual Classes ..... 40

Summary ..... 43

VII. FRENCH INSTRUCTION ..... 44

Time Allotment ..... 44

The Curriculum ..... 50

Homework ..... 55

Use of the Enterprise or Project ..... 57

Co-curricular French Activities ..... 59

French Examinations ..... 61

Instructional Material ..... 65

Library ..... 66

Audio-visual Aids ..... 69

Summary ..... 70

VIII. GUIDANCE, SUPERVISION, CONVENTIONS ..... 72

Guidance and Leadership ..... 72

Conventions and Institutes ..... 75

Summary ..... 78

IX. DIFFICULTIES ..... 79

CHAPTER PAGE

X. CONCLUSION ..... 83

Summary ..... 83

Recommendations ..... 88

Suggestions for Further Research ..... 92

BIBLIOGRAPHY ..... 94

APPENDIX A Dr. Walker's Letter ..... 97

APPENDIX B Principal's Questionnaire (French) ..... 98

APPENDIX C Teacher's Questionnaire (French) ..... 99

APPENDIX D Principal's Questionnaire (English) ..... 103

APPENDIX E Teacher's Questionnaire (English) ..... 104

LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| I. | Questionnaire Returns from the Bilingual Schools of Alberta and Saskatchewan ..... | 19 |
| II. | Questionnaire Returns from the Bilingual Teachers of Grades 4 to 8 in Alberta and Saskatchewan ..... | 19 |
| III. | Types of Bilingual Schools in Alberta and Saskatchewan ..... | 21 |
| IV. | Number of Teachers per Bilingual School ..... | 22 |
| V. | Number of Teachers per Bilingual School Teaching French to the French-speaking Pupils ..... | 23 |
| VI. | Number of Teachers in the Bilingual Schools ..... | 24 |
| VII. | Number of Pupils Taking the Special French Course for French-speaking Pupils ..... | 25 |
| VIII. | French High School Diploma from a French Institution Held by 137 Bilingual Teachers of Grades 4 to 8 ..... | 27 |
| IX. | University Courses in French Taken by Ninety-five Bilingual Teachers of Grades 4 to 8 ..... | 28 |
| X. | University Degrees Held by Bilingual Teachers of Grades 4 to 8 ..... | 29 |
| XI. | Professional Qualifications of Seventy-one Alberta Bilingual Teachers of Grades 4 to 8 ..... | 30 |

TABLE PAGE

XII. Professional Qualifications of Seventy-five Saskatchewan Teachers of Grades 4 to 8 ..... 31

XIII. Teaching Certificates from French institutions Held by Bilingual Teachers ..... 32

XIV. Teaching Experience of the Bilingual Teachers..... 33

XV. Experience in the Teaching of French of the Bilingual Teachers ..... 34

XVI. Organization of the French Classes of 212 Bilingual Teachers of Grades 4 to 8 ..... 36

XVII. Time Devoted per Day to the Teaching of French in 212 Classes in Alberta and Saskatchewan ..... 37

XVIII. Time of French Period ..... 39

XIX. Percentage of Pupils Whose Mother Tongue is French Enrolled in Ninety-five Classes of Grades 4 to 8 in the Bilingual Schools of Alberta ..... 40

XX. Percentage of Pupils Whose Mother Tongue is French Enrolled in 117 Classes of Grades 4 to 8 in the Bilingual Schools of Saskatchewan ..... 41

XXI. Percentage of Pupils Taking French in Ninety-five Classes of Grades 4 to 8 in Alberta ..... 42

TABLE PAGE

XXII. Percentage of Pupils Taking French in 117 Classes of Grades 4 to 8 in Saskatchewan ..... 42

XXIII. Approximate Number of Minutes per Week Devoted to Teaching French Language Skills in Eighty-three Bilingual Classes of Alberta ..... 45

XXIV. Approximate Number of Minutes per Week Devoted to teaching French Language Skills in One Hundred Bilingual Classes of Saskatchewan ..... 46

XXV. Approximate Percentage of Time Given to Oral French in 180 Bilingual Classes in Alberta and Saskatchewan ..... 47

XXVI. Frequency of Using Certain Enrichment Activities in 207 Bilingual Classes of Alberta and Saskatchewan ..... 49

XXVII. Teachers' Opinions as to the Subjects Which Should be Reduced in Scope on the Curriculum ..... 51

XXVIII. Teachers' Opinions as to the Subjects That Should be Given More Importance on the Curriculum ..... 52

XXIX. Teachers' Opinions as to the Possibility of Covering Adequately the French Program as it Stands in the Time Allotted to French ..... 54

TABLE PAGE

XXX. Number of Minutes of French Homework per day Assigned by Teachers of Grades 4 to 8 in Alberta and Saskatchewan ..... 56

XXXI. Number of Teachers Integrating French Instruction into the Enterprise or Project ..... 57

XXXII. Reasons for Not Integrating French Instruction into the Enterprise or Project ..... 58

XXXIII. Number of Teachers Using an Occasional Project to Teach the Prescribed French Course ..... 59

XXXIV. French Activities in Which 212 Bilingual Classes Participated ..... 60

XXXV. Number of Pupils Who Wrote the Tests set by the French Associations of Alberta and Saskatchewan in May or June 1959 ..... 62

XXXVI. Extent to Which Teachers Report that French Examinations as Set by the French Associations Bear on Their Teaching ..... 63

XXXVII. Teachers' Responses as to Whether Their Teaching Would be the Same if They Prepared Their Own Tests ..... 64

XXXVIII. Extent to Which the Teachers Consider the French Tests as Useful Incentives ..... 65

XXXIX. Extent to Which the School Boards Supply Instructional Material for French on the Same Basis as for Other Subjects ..... 66

TABLE PAGE

XL. Number per Class of Library Books Suitable for the Grades Taught ..... 67

XLI. Number of Bilingual Classes for Which the School District, Division, or Unit Provides French Library Books ..... 68

XLII. Audio-visual Aids Used in the Teaching of French ..... 69

XLIII. Does the Superintendent Inspect the French Class?..... 73

XLIV. Is Any Guidance Concerning the Teaching of French Offered by the Superintendent? ..... 74

XLV. Are Conventions and Institutes Held on a School Day? ..... 76

XLVI. As a Rule Are You Able to Attend Conventions and Institutes? ..... 77

XLVII. Greatest Difficulties Encountered in the Teaching of French as Reported by 207 Bilingual Teachers ..... 80

XLVIII. Difficulties Encountered in the Teaching of French in Decreasing Order of Importance as Reported by 207 Bilingual Teachers ..... 81

# CHAPTER I

## THE PROBLEM

### I. PURPOSE OF THE STUDY

The purpose of the present study was to investigate certain phases of the teaching of French in the bilingual schools of Alberta and Saskatchewan. The major problem was to survey the existing situation with respect to the teaching of French in these schools, and to explore possible ways and means of improving the quality of French instruction. The major divisions of the problem are listed below.

Description of the bilingual schools. What types of schools are the bilingual schools according to their organization, operation, and size? How many teachers are employed and how many pupils are enrolled?

Qualifications of the bilingual teachers. What are the academic and professional qualifications of the bilingual teachers? What are their qualifications for the teaching of French? How much teaching experience do they have?

Organization of the French class. At what time of the school day is French instruction given? Is there an exchange of classes for the French period or do the home-room teachers give French instruction to their regular classes?

Programs and methods in the French class. What subjects are taught during the hour of French? How is the time distributed among the various subjects of the curriculum? What is the opinion of the teachers concerning the French course of studies? What are some of the teaching methods used? Are the teachers provided with adequate instructional material? What is the reaction of the teachers to the present testing program?

Supervision and leadership. What guidance and leadership is being given to the bilingual teachers for the teaching of the French language? What facilities are available for in-service training?

Difficulties. What difficulties do the bilingual teachers encounter in the teaching of French? What specific problems may be located from the findings of the investigation?

Conclusions and recommendations. What conclusions may be drawn from the present study? What recommendations are deemed advisable to solve the problems which have been located?

## II. HISTORICAL BACKGROUND

The bilingual schools of Alberta and Saskatchewan date back approximately one hundred years. At that time these two provinces were part of the North West Territories. The Ordinance of 1888 stated: "It shall be incumbent upon the Trustees of all Schools, organized under this Ordinance, to cause a primary course of English to be taught."[1] The ordinance was revised in 1892 to read: "It shall

be permissible for the Trustees of any school to cause a primary course to be taught in the French language."[2]

In 1905, when Alberta and Saskatchewan became separate provinces, each province retained in its school act provisions for the teaching of French similar to those contained in the ordinance of 1892.

The greatest stimulus and encouragement for the teaching of French in the bilingual schools is offered by the French Associations of each province. The activities of the association in Alberta are described in the following passage:

> This Association [L'Association Canadienne Française de l'Alberta (The French Canadian Association of Alberta)] was formed in 1925 for the purpose of grouping all French Canadians living in Alberta to safeguard their religion, language and culture. They are now 60,000 in number. Its chief aim is to help descendants of the French race to progress in the study of knowledge of their language and to foster their success economically, nationally, and socially. Its secondary object is to foster harmonious relationships with English-speaking Canadians and other ethnic groups, in the interests of the unity of Canada. It tries to carry out this secondary object by making available to all, an opportunity to learn and appreciate French language and culture.[3]

---

[1] The Revised Ordinances of the North West Territories and Other Ordinances passed by the Legislative Assembly, Regina, 1888, The School Ordinance, Section 82 (1).

[2] The School Ordinance of the North West Territories, Regina, 1892, Section 83, (1).

[3] The Royal Commission on Education, Government of Alberta, Brief presented by l'Association Canadienne Française de l'Alberta, 1958, p. 1.

In Saskatchewan, l'Association Catholique Franco-Canadienne (French Canadian Catholic Association), founded in 1912, has aims similar to those of l'Association Canadienne Francaise de l'Alberta. Affiliated with the French Associations of each province is a teachers' association. L'Association des Educateurs Bilingues de l'Alberta (Association of Bilingual Teachers of Alberta) was founded in 1946, and l'Association Franco-Canadienne des Instituteurs de la Saskatchewan (Association of French Canadian Teachers of Saskatchewan) was founded in 1954. If French instruction in the bilingual schools has been not only maintained, but also improved in spite of great difficulties, credit must be given to the French associations of each province, and to the unselfish devotion of the bilingual teachers.

## III. LEGAL PROVISIONS

The School Act of Alberta, 1952, Section 383 (1) states: "Notwithstanding section 382 the board of a district may cause a primary course to be taught in the French language."[4] The Department of Education of the Province of Alberta published in 1950 a curriculum bulletin entitled A Primary Course in French for Grades I to IX. This bulletin specifies:

> In all schools in which the board by resolution decides to offer a primary course in French, in accordance with Section 154 (1) of the School Act, French shall be for the French-speaking children one of the authorized subjects of

---

[4] Government of the Province of Alberta, The School Act, Edmonton, 1952.

study and may be used as a medium of instruction for other subjects during the first school year. Oral English must, however, from the beginning be included as a subject of study.

During the second year, after the child has learned to read in the mother tongue, the formal teaching of reading in English shall be started.

From Grade III on, a period not exceeding one hour each day may be allotted to the teaching of French. The term "French" as herein used shall include reading, language study, grammar, literature, analysis, dictation and composition.

In all grades beyond Grade I, the program in all subjects other than French shall be that regularly authorized by the Department of Education, and the textbooks shall be the English editions authorized for general use throughout the Province. Teachers may, however, offer explanations in the mother-tongue when necessary.

The School Act of Saskatchewan, 1954, section 203 (2) states:

When the board of any district passes a resolution to that effect, the French language may be taught as a subject for a period not exceeding one hour in each day as a part of the school curriculum, and such teaching shall consist of French reading, French grammar and French composition.[5]

## IV. TIMELINESS OF THE PROBLEM

The increased interdependence of nations, and the need and ease of communication have given a great impetus to the teaching of languages, and have enhanced the importance of bilingualism. The study of modern languages, which provides a key to the understanding of other civilizations and peoples, should help in reducing the

---

[5]Government of the Province of Saskatchewan, The School Act, Regina, 1954.

tensions which develop between nations. A proof of the growing importance of the study of modern languages is the international seminar organized by the Secretariat of UNESCO, which met at Nuwara Eliya, Ceylon, in August 1953 to investigate the problems of teaching modern languages.

The question of bilingualism in Canada is receiving ever increasing attention. An indication of this trend is Resolution 28 adopted by the Canadian Conference on Education which met in Ottawa in February 1958: "Be it resolved that all provincial educational authorities should introduce the study of French (or English, in French language schools) in elementary grades at as early an age as possible." In the bilingual schools of Canada, the object of the above resolution is already a fait accompli. The competence of these schools in teaching our two official languages should be such that others may profit by their experience in the field.

## V. SCOPE OF THE STUDY

During the school year 1958-59 there were one hundred bilingual schools operating in Alberta and Saskatchewan. The present investigation has been limited to the teaching of French in grades 4 to 8 only, because the sample had to be kept within practical limits, and also because the legal provisions for teaching French to those grades are similar in both provinces.

## VI. PLAN OF RESEARCH

The plan for this investigation comprised a survey, by means of a questionnaire, of the existing situation concerning the teaching of French in the bilingual schools of Alberta and Saskatchewan. It also included a review of the historical background of the bilingual schools, and of the legal provisions for the teaching of French in those schools, as well as a survey of literature pertaining to bilingualism, and to the teaching of modern languages.

In February, 1959, questionnaires were sent to the principals and teachers of grades 4 to 8 in all the bilingual schools of Alberta and Saskatchewan. The data thus collected were then analyzed, summarized, and interpreted. Conclusions were drawn from the findings, and recommendations were offered.

## VII. ORGANIZATION OF THE THESIS

The summarized data from the questionnaire returns were classified into ten chapters. The introductory portion of the thesis comprises three chapters, the main body six chapters, and the conclusion only one chapter. The following outline shows the content of each section.

Introduction. Chapter I defines the problem, Chapter II surveys the literature related to the problem, and Chapter III reports on the collection of data.

Body of the thesis. Chapters IV to IX inclusive contain the tabulated data gathered from the questionnaires with the investigator's comments and interpretations. These chapters deal in turn with the operation and organization of bilingual schools, qualifications of bilingual teachers, general organization of the French classes, French instruction, guidance and supervision, and difficulties encountered.

Conclusion. Chapter X includes conclusions, recommendations, and suggestions for further research.

## VIII. DEFINITION OF TERMS

Bilingual schools, in this study, refer to English-French schools in which French instruction is given in accordance with the School Acts of Alberta (1952, Section 383, (1)), and Saskatchewan (1954, Section 203, (2)).

Mother tongue is the first language learned.

## CHAPTER II

## RELATED STUDIES

Bilingual situations have existed for countless generations in many countries of the world, notably in Wales, Ireland, Finland, Canada, Belgium, South Africa; and immigration has created bilingual problems in such countries as the United States. Present methods of communication and growing interdependence greatly increase the need for bilingualism. As early as 1928 an international conference met at Luxembourg to discuss problems of bilingualism.

The relationship of bilingualism to intelligence and school achievement has been of vital concern to educators as evidenced by the wide research which has been done in the field.

Darcy[1] investigated the effect of bilingualism upon the measurement of intelligence of children of preschool age. The subjects comprised 106 Italian bilingual children attending nursery schools in Brooklyn and Manhattan, and ranging in age from two years six months to four years five months. One hundred and six monolingual children of the same age were used as controls. The instrument used for the verbal test was the 1937 Revision of the Stanford-Binet Form L, and for the non-verbal the Atkins Object-fitting test Form D. The results

---

[1]Natalie T. Darcy, "The Effect of Bilingualism upon the Measurement of the Intelligence of Children of Preschool Age," Journal of Educational Psychology, XXXVII, 1946, pp. 21-44.

showed a significant difference on the Stanford-Binet in favor of the monolingual group. The Atkins test, however, showed a significant difference in favor of the bilingual group. Darcy concluded that the inferiority of the bilinguals on the verbal test was due to difficulties in language.

Jones[2] conducted a study to determine the influence of reading ability in English on the intelligence test scores of Welsh-speaking children. A verbal and a non-verbal intelligence test, and a silent reading test were administered to two groups of children of 10.0 to 12.0 years old. One group was English monoglot and the other was Welsh-English bilingual. The results showed a highly significant difference in favor of the monoglot group in both the verbal intelligence test and the silent reading test. The investigator ascribed the inferiority of the bilingual group to the meager opportunity the pupils have of using English actively.

How do bilingual students compare with English monoglots at the senior high school level? Hobbs declares that

> Where two languages are taught in the elementary years with both languages enjoying equal status and equal emphasis in teaching (as in the teaching of English and Afrikaans in South Africa), no impairment in either language seems to occur. Furthermore, in America the longer the bilingual child stays in school, the less the difference between him and other children.[3]

---

[2]W. R. Jones, "The Influence of Reading Ability in English on the Intelligence Test Scores of Welsh-speaking Children," British Journal of Educational Psychology, Vol. 23, pp. 114-20.

[3]Nicholas Hobbs, "Child Development and Language Learning," School and Society, LXXVIII, 1953, p. 20.

Studies conducted at the university level have yielded contradictory results. Saers[4] after a study of college students in Wales concluded that the superiority of monolinguals prevailed even at the university level. On the other hand, Spoerl[5] found no permanent effects of bilingualism on academic records or verbal tests of intelligence at the college level.

In Canada, bilingualism constitutes a vital problem presenting many varied aspects in different provinces and localities. Historians, among them C. B. Sissons[6] and Reverend L. Groulx[7], have written the stormy history of the controversial issues concerning the bilingual schools of the country. The ACELF (L'Association Canadienne des Educateurs de Langue française - Canadian Association of French-speaking teachers) maintains a special committee on bilingualism. At the fifth national convention of this association held in Saint Boniface, Manitoba, in August, 1953, Mr. John Hughes of McGill University, a member of the first international conference on bilingualism stated in his report:

---

[4] D. J. Saers, "The Effect of Bilingualism on Intelligence," British Journal of Psychology, XIII, 1922, pp. 271-282.

[5] Dorothy T. Spoerl, "The Academic and Verbal Adjustment of College Age Bilingual Students," Walter S. Monroe, Encyclopedia of Educational Research, Macmillan Company, New York, 1950, p. 100.

[6] C. B. Sissons, Bilingual Schools in Canada, J. M. Dent & Sons, Toronto, 1917.

[7] Abbe Lionel Groulx, L'enseignement du français au Canada, Tome II, Les écoles des minorités, Granger Frères Ltée, Montréal, 1935.

(Translated from the French by the investigator)

> The bilingual nations are clearly designated to contribute to international understanding and world peace because they have learned, within their boundaries, to establish a 'modus vivendi between men of different races.[8]

Taillon in his book Diversité des langues et bilinguisme presents a study of how European countries cope with the problems of bilingualism, and seeks to show what are the essential conditions of a well-balanced bilingualism in school. He asserts, "Any well-balanced bilingualism requires the following subordination: the mother tongue, first; the second language in its place, that is the second."[9] (Translated from the French by the investigator.)

This view seems in direct opposition to that held by Dr. Wilder Penfield[10] of McGill University, Director of the Montreal Neurological Institute. He advances the theory that the optimum time to learn a second language and even a third is when the child is very young, for then his brain is flexible and can easily form speech units. He maintains that young children can learn a second language even in kindergarten, with no confusion resulting.

---

[8] John Hughes, "Bilinguisme et psychologie," La Liberté et le Patriote, Winnipeg, 14 août, 1953, p. 6.

[9] Léopold Taillon, Diversité des langues et bilinguisme, L'Imprimerie Acadienne Ltée, Moncton, N.B., 1958, p. 52.

[10] Wilder Penfield, "We're Not Giving Our Children a Chance to Learn Languages," Public Relations in Canada, October 1958, pp. 14,15,16.

In Alberta, a few investigations of the bilingual problem have been conducted by candidates for the master's degree. Reid[11] in 1954, made a survey of the language achievement of Alberta school children in relation to bilingualism, sex and intelligence. The study on bilingualism involved 200 grade 7 English monoglots, 36 French bilinguals, 36 Ukrainian bilinguals, and 59 other bilinguals. As this study on bilingualism was only a part of a broader investigation, the samples were admittedly small. The Intermediate Form AA of the California Achievement Test yielded the following mean scores:

| | |
|---|---|
| English | 68.78 |
| Non-English | 62.84 |

The investigator concluded that "the monoglot English sample proved significantly superior to the combined bilingual samples." There was a decided difference, however, between the mean scores of the bilingual groups:

| | |
|---|---|
| French | 66.30 |
| Ukrainian | 58.53 |
| Others | 63.36 |

Reid comments, "This study seems to suggest that with the exception of the French group, bilingual pupils in Alberta fail to achieve results in language comparable to the English group."

---

[11] Thomas James Reid, "A Survey of the Language Achievement of Alberta School Children in Relation to Bilingualism, Sex, and Intelligence," Master's Thesis, University of Alberta, 1954.

Coull[12] conducted a survey of reading achievement of Alberta school children. The results of his study seemed to indicate that a pupil with a bilingual background is more difficult to measure in terms of I.Q. scores of an English group intelligence test and that he fails to achieve comparable scores in a test of reading achievement.

The only study of the bilingual schools of Alberta was conducted by Gibault[13] in 1939. He investigated the effect of instruction in French upon the mastery of the English language in the English-French schools of the St. Paul Inspectorate. The study included sixty-two French and twenty-one English-speaking pupils in grade 8, and seventy-nine French and thirty-seven English-speaking pupils in grade 4. He found the English group superior to the French group, but the difference was less marked at the grade 8 than at the grade 4 level.

Another investigation is being conducted at the University of Montreal by Sister Jeanne-Louise of Girouxville, Alberta. It is a descriptive survey of the factors, such as age, sex, marital status, training, certification, salary, which influence the position of the bilingual teachers of Alberta, Saskatchewan, and Manitoba.

---

[12]William H. Coull, "A Normative Survey of Reading Achievement of Alberta Children in Relation to Intelligence, Sex, Bilingualism, and Grade Placement," The Alberta Journal of Educational Research, March 1956, p. 27.

[13]J. L. Gibault, "The Effect of Instruction in French upon the Mastery of the English Language in English-French Schools of the St. Paul Inspectorate," Master's Thesis, University of Alberta, 1939.

## SUMMARY

This has been but a brief survey of the voluminous literature pertaining to bilingualism. Research is constantly being carried out in this field, for the solution of its complex problems is highly challenging.

Most of the research in the field of bilingualism, however, as is apparent from the foregoing survey, deals with the mastery of a second language by bilingual students, whereas the present investigation is concerned with the learning of their mother tongue. Gibault's study,[13] although conducted in the bilingual schools of the St. Paul Division, deals with the grasp of English by French-speaking pupils. Of all the research studies mentioned, that being carried out by Sister Jeanne-Louise seems to be most closely related to the present investigation.

# CHAPTER III

## COLLECTION OF DATA

### I. THE QUESTIONNAIRE

#### Construction

The questionnaire which the investigator prepared for this research study consisted of two parts: one part was to be answered by the principals of the bilingual schools, and the other part was to be answered by the bilingual teachers of grades 4 to 8. Most of the items included in the questionnaire were designed to supply factual data and took the form of lists to be checked, blanks to be filled, statistics to be given; other items were designed to reveal attitudes and appeared as free-response questions. After being first constructed in English, the questionnaire was translated into French. Copies of the French and English versions will be found in the appendix.

Principals' questionnaire. This questionnaire consisting of nine items was designed to gather information regarding the first aspect of the problem, that is, a description of the bilingual schools of Alberta and Saskatchewan. Chapter IV of the thesis is based on the returns from the principals' questionnaire.

Teachers' questionnaire. The questionnaire intended for the bilingual teachers of grades 4 to 8 comprised fourteen sections under which appeared a varying number of items totalling eighty. The responses to the items on the teachers' questionnaire have been used

for Chapters V to IX inclusive of the thesis.

The first section aimed at gathering information concerning the qualifications of the bilingual teachers, and forms the basis of Chapter V.

The responses from sections 2 to 4 supplied information relative to the organization of the French class. These are summarized in Chapter VI.

Chapter VII, the most substantial chapter of the thesis, was based on sections 5 to 10 of the teachers' questionnaire. The items in these sections are concerned with the distribution of time among the various subjects of the curriculum, co-curricular French activities, homework, library facilities, audio-visual aids, and testing. Opportunity for comments regarding various aspects of French instruction was given to the teachers.

Sections 11 and 12 formed the background for Chapter VIII. The aim of the investigator in these sections was to learn what opportunities were available for improving the teaching of French in the bilingual schools.

Finally the responses of sections 13 and 14 were used for Chapter IX entitled "Difficulties."

Pilot study

A pilot study was conducted during the summer of 1958 with the co-operation of thirteen teachers who answered the questionnaire, stating the time required for so doing and pointing out some of the items which might prove obscure, ambiguous or difficult to answer.

The time taken varied from twenty minutes to one hour, the average being thirty minutes. Keeping in mind the suggestions offered, the investigator revised the questionnaire and arranged for printing.

Distribution of the questionnaires

The names and addresses of the principals of the bilingual schools of Alberta and Saskatchewan, and the number of teachers giving instruction to grades 4 to 8 in each school were secured from Miss Gisèle Labonté, secretary of the A.E.B.A.,[1] Edmonton and from Mr. A. de Margerie, secretary of the A.C.F.C.,[2] Vonda, Saskatchewan.

Questionnaires with a covering letter from Dr. B. E. Walker were mailed to the principals in February 1959, with a request to distribute to the teachers of grades 4 to 8 the questionnaires intended for them. Stamped addressed envelopes were enclosed. A total of 245 questionnaires were thus distributed to the bilingual teachers of grades 4 to 8. (Questionnaires were also sent to the teachers of the same grades in a few private French schools as an added element of interest.)

## II. THE RETURNS FROM THE QUESTIONNAIRE

In spite of the length of the questionnaire the percentage of returns has been most encouraging. Questionnaires were received from

---

[1] L'Association des Educateurs Bilingues de l'Alberta (Association of the Bilingual Teachers of Alberta)

[2] L'Association Catholique Franco-Canadienne (French Canadian Catholic Association) (Saskatchewan)

96 per cent of the one hundred bilingual schools of Alberta and Saskatchewan.

TABLE I

QUESTIONNAIRE RETURNS FROM THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

| | Total No. of bilingual schools | No. of bilingual schools returning questionnaires | Per cent |
|---|---|---|---|
| Alberta | 38 | 38 | 100 |
| Saskatchewan | 62 | 58 | 94 |
| Total | 100 | 96 | 96 |

Table I shows that in Alberta responses were received from 100 per cent of the bilingual schools, and in Saskatchewan from 94 per cent.

TABLE II

QUESTIONNAIRE RETURNS FROM THE BILINGUAL TEACHERS OF GRADES 4 TO 8 IN ALBERTA AND SASKATCHEWAN

| | Total No. of bilingual teachers of grades 4 to 8 | No. of bilingual teachers of grades 4 to 8 returning questionnaires | Per cent |
|---|---|---|---|
| Alberta | 112 | 95 | 85 |
| Saskatchewan | 133 | 117 | 88 |
| Total | 245 | 212 | 87 |

As indicated in Table II, 212 bilingual teachers of grades 4

to 8 (95 from Alberta and 117 from Saskatchewan) returned the questionnaire. Eighty-seven per cent of the questionnaires sent to the bilingual teachers of both provinces were returned. This high percentage of returns would seem to be an indication of the interest which the bilingual teachers take in the problem.

CHAPTER IV

# THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

## I. OPERATION AND ORGANIZATION

Of what types are the bilingual schools of Alberta and Saskatchewan? The principals' questionnaires gave some information about their general organization.

TABLE III

TYPES OF BILINGUAL SCHOOLS IN ALBERTA AND SASKATCHEWAN

| | Number of schools | | | Per cent of schools |
|---|---|---|---|---|
| | in Alta. | in Sask. | Total | |
| Public schools within a division or unit[a] | 22 | 47 | 69 | 72 |
| Public schools in independent districts | 5 | 4 | 9 | 9 |
| Separate schools | 11 | 7 | 18 | 19 |
| Total | 38 | 58 | 96 | 100 |

[a]Division in Alberta; unit in Saskatchewan

Table III shows that 72 per cent of the bilingual schools were situated within school divisions or units and that separate schools accounted for 19 per cent of the bilingual schools. Of the eleven separate schools in Alberta which offered French to the French-speaking pupils five were situated in the city of Edmonton and one in Jasper

Place.

The number of teachers employed per bilingual school in Alberta and Saskatchewan appears in Table IV.

TABLE IV

NUMBER OF TEACHERS PER BILINGUAL SCHOOL

| Number of Teachers | Number of Schools | | | Per cent of schools |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| 1 Teacher | 0 | 19 | 19 | 20 |
| 2 to 5 | 13 | 18 | 31 | 32 |
| 6 to 11 | 12 | 18 | 30 | 31 |
| 12 or more | 13 | 3 | 16 | 17 |
| Total | 38 | 58 | 96 | 100 |

It is interesting to note that there were 19 ungraded bilingual schools in Saskatchewan but none in Alberta. The schools of the latter province tended to be larger, nearly one third of them having a staff of twelve or more teachers. The largest bilingual school in Alberta employed thirty-eight teachers whereas the largest one in Saskatchewan employed twenty-two teachers.

However, a larger percentage of the schools in Saskatchewan offered instruction up to and including grade twelve. There were twenty-five such schools, or 43 per cent in Saskatchewan, and thirteen or 34 per cent in Alberta.

The number of teachers per bilingual school actually teaching

French to the French speaking pupils is indicated in Table V.

TABLE V

NUMBER OF TEACHERS PER BILINGUAL SCHOOL TEACHING FRENCH TO THE FRENCH-SPEAKING PUPILS

| Number of Teachers | Number of Schools | | | Per cent of schools |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| 1 teacher | 2 | 20 | 22 | 23 |
| 2 to 5 | 18 | 21 | 39 | 41 |
| 6 to 11 | 14 | 15 | 29 | 30 |
| 12 or more | 4 | 2 | 6 | 6 |
| Total | 38 | 58 | 96 | 100 |

## II. NUMBER OF TEACHERS AND PUPILS

The total number of teachers in bilingual schools compared with the number teaching French to the French-speaking pupils appears in Table VI. In order to get a more comprehensive picture which would include the four Saskatchewan schools from which no questionnaires were returned, the data gathered from the principals'

reports was supplemented by information supplied by the A.C.F.C.[1]

TABLE VI

NUMBER OF TEACHERS IN THE BILINGUAL SCHOOLS

| | Total number | No. teaching French to French-speaking pupils | Per cent |
|---|---|---|---|
| In Alberta bilingual schools | 343 | 214 | 62 |
| In Saskatchewan bilingual schools | 281 | 236 | 84 |
| Total | 624 | 450 | 72 |

The percentage of teachers teaching French to the French-speaking pupils in Saskatchewan exceeded the corresponding percentage for Alberta bilingual schools by 22 per cent. Part of this difference might come from the fact that in the city schools of Edmonton and Jasper Place only 27 per cent of the teachers taught French to the French-speaking pupils.

Table VII gives a comparison between the number of pupils taking French in the bilingual schools and the total number enrolled. Here again as in Table VI, the information supplied by the French association was used in the case of the four Saskatchewan schools

[1]Association Catholique Franco-Canadienne (French Canadian Catholic Association - Saskatchewan).

which failed to return the questionnaires.

TABLE VII

NUMBER OF PUPILS TAKING THE SPECIAL FRENCH COURSE FOR FRENCH-SPEAKING PUPILS

| | Total number | No. taking French | Per cent |
|---|---|---|---|
| Number of pupils in Alberta bilingual schools | 8483 | 5161 | 61 |
| Number of pupils in Saskatchewan bilingual schools | 6799 | 4799 | 71 |
| Total | 15282 | 9960 | 65 |

In the Saskatchewan bilingual schools 84 per cent of the teachers taught French, but only 71 per cent of the pupils enrolled followed the French instruction. This difference could be explained by the relatively large number of rural schools.

## III. SUMMARY

The majority, or 81 per cent of the bilingual schools of Alberta and Saskatchewan were public schools; 72 per cent of them were situated within school divisions or units. They varied in size from the ungraded rural school to the larger town or city school employing twelve or more teachers. Over fifteen thousand pupils were enrolled in those schools, nearly ten thousand of them taking the special French designed for the French-speaking pupils.

## CHAPTER V

## QUALIFICATIONS OF THE BILINGUAL TEACHERS

### I. ACADEMIC QUALIFICATIONS

What knowledge of the French language had the 212 Alberta and Saskatchewan bilingual teachers of grades 4 to 8 included in this study? Table VIII attempts to answer part of this question. It indicates that 64 per cent of the respondents held a high school diploma issued by a French institution.

TABLE VIII

FRENCH HIGH SCHOOL DIPLOMA FROM A FRENCH INSTITUTION HELD BY 137 BILINGUAL TEACHERS OF GRADES 4 TO 8

| French Diploma | Number | Per cent of 212 |
|---|---|---|
| Grade 12 Alberta | 41 | 19 |
| Grade 12 Saskatchewan | 68 | 32 |
| Grade 12 Manitoba | 7 | 3 |
| Grade 12 Ontario | 4 | 2 |
| Quebec Secondary School | 17 | 8 |
| Total | 137 | 64 |

Twenty-eight teachers mentioned that they had taken French examinations held by the Alberta or Saskatchewan French Associations, but that they had not reached grade 12. Two of the respondents had

the Diplôme supplémentaire de l'Université Laval and one the Diplôme supérieur of the same institution.

How do the bilingual teachers seek to improve their qualifications for the teaching of French? Table IX shows the number of university courses in French taken by ninety-five bilingual teachers of grades 4 to 8.

TABLE IX

UNIVERSITY COURSES IN FRENCH TAKEN BY NINETY-FIVE BILINGUAL TEACHERS OF GRADES 4 TO 8

| Number of courses | Number of teachers | Per cent 212 |
|---|---|---|
| 1 course | 38 | 18 |
| 2 courses | 31 | 14 |
| 3 courses | 9 | 4 |
| 4 courses | 8 | 3 |
| 5 courses | 2 | 1 |
| 6 courses | 1 | 1 |
| 7 courses | 2 | 1 |
| 8 courses | 2 | 1 |
| 12 courses | 1 | 1 |
| 40 courses | 1 | 1 |
| Total | 95 | 45 |

The preceding Table IX shows that 45 per cent of the 212 teachers included in this investigation had taken one or more university courses in French. Fourteen of the teachers reported having never taken any special training in French. Seven did not give any response.

Only fifteen teachers reported having university degrees. These are listed in Table X.

TABLE X

UNIVERSITY DEGREES HELD BY BILINGUAL TEACHERS OF GRADES 4 TO 8

| Degree Held | Number of teachers | Per cent of 212 |
|---|---|---|
| B. Ed. Alberta | 2 | |
| B. A. Alberta | 1 | |
| B. Ed. Ottawa | 2 | |
| B. A. Ottawa | 9 | |
| M. Ed. Alberta | 1 | |
| Total | 15 | 7 |

## II. PROFESSIONAL QUALIFICATIONS

The professional qualifications held by the Alberta bilingual teachers are summarized in Table XI.

TABLE XI

PROFESSIONAL QUALIFICATIONS OF SEVENTY-ONE ALBERTA BILINGUAL TEACHERS OF GRADES 4 TO 8

| Certificate held | No. of teachers | Per cent of 71 |
|---|---|---|
| Professional | 6 | 9 |
| Standard S | 11 | 15 |
| Standard E | 2 | 3 |
| Junior E | 32 | 45 |
| Elementary and Intermediate | 9 | 13 |
| First Class | 5 | 8 |
| Second Class | 1 | 1 |
| Qualification Statement | 1 | 1 |
| Emergency Teacher Training Plan | 1 | 1 |
| Letter of authority | 3 | 4 |
| Total | 71 | 100 |

One of the respondents was a study supervisor. There was no response on this item from twenty teachers and three others reported having an Alberta teaching certificate without specifying which one.

A summary of the professional qualifications of seventy-five of the Saskatchewan teachers in the study appears in Table XII.

TABLE XII

PROFESSIONAL QUALIFICATIONS OF SEVENTY-FIVE SASKATCHEWAN BILINGUAL TEACHERS OF GRADES 4 TO 8

| Certificate held | No. of teachers | Per cent of 75 |
|---|---|---|
| Professional | 3 | 4 |
| Standard | 58 | 78 |
| Superior | 1 | 1 |
| First Class | 11 | 15 |
| Second Class | 1 | 1 |
| Letter of Authority | 1 | 1 |
| Total | 75 | 100 |

Thirty-four Saskatchewan teachers failed to give any response as to their teaching certificate, and eight indicated that they held a Saskatchewan teaching certificate without stating its kind. Only 69 per cent of the 212 teachers gave a complete answer to the question concerning their teaching certificate. An explanation of the low response on this item might be that the word brevet was unfamiliar to some teachers, or that the question

was not clear.

Thirty-seven teachers reported having a teaching certificate from a French institution, as indicated in Table XIII.

TABLE XIII

TEACHING CERTIFICATES FROM FRENCH INSTITUTIONS HELD BY BILINGUAL TEACHERS

| Institution | Number of teachers | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Normal School in the province of Quebec | 21 | 9 | 30 | 14 |
| Normal School of the University of Ottawa | 2 | 3 | 5 | 2 |
| Certificat de pédagogie de l'Université de Montréal | | 1 | 1 | .5 |
| Certificat d' éducation supérieure de l'Institut Catholique de Gand en Belgique | 1 | | 1 | .5 |
| Total | 24 | 13 | 37 | 17 |

Alberta teachers accounted for more than two-thirds of the teaching certificates from a French institution held by thirty-seven bilingual teachers. Three teachers reported having taken a special course in reading methods for primary grades entitled Méthode globale active.

## III. TEACHING EXPERIENCE

How many years of experience had the 212 teachers included in this study. Table XIV summarizes this information. The majority of the respondents seem to have been experienced teachers, only 5 per cent of them having had just one year of experience.

TABLE XIV

TEACHING EXPERIENCE OF THE BILINGUAL TEACHERS

| Years of experience | Number of teachers | Per cent |
|---|---|---|
| One year | 10 | 5 |
| 2 - 4 years | 39 | 18 |
| 5 - 9 years | 53 | 25 |
| 10 - 19 years | 55 | 26 |
| 20 - 29 years | 35 | 17 |
| 30 - 39 years | 11 | 5 |
| 40 and over | 4 | 2 |
| No response | 5 | 2 |
| Total | 212 | 100 |

Table XV indicates the number of years of experience in the teaching of the French language which the respondents stated they had. This table seems to correspond closely with Table XIV, showing that, for most teachers, the total number of years of experience in teaching French was approximately the same as their total number of years of general experience.

TABLE XV

EXPERIENCE IN THE TEACHING OF FRENCH
OF THE BILINGUAL TEACHERS

| Years of experience teaching French | Number of teachers | Per cent |
|---|---|---|
| One year | 15 | 7 |
| 2 - 4 years | 49 | 23 |
| 5 - 9 years | 56 | 26 |
| 10 - 19 years | 50 | 24 |
| 20 - 29 years | 27 | 13 |
| 30 - 39 years | 11 | 5 |
| 40 and over | 2 | 1 |
| No response | 2 | 1 |
| Total | 212 | 100 |

## IV. MOTHER TONGUE

To the question, "Is French your mother tongue?", 94 per cent of the teachers answered in the affirmative.

## V. SUMMARY

The bilingual teachers included in this investigation were generally experienced teachers, 77 per cent of whom had at least five years of general experience and 69 per cent at least five years of experience giving instruction in Franch.

There were 64 per cent who had graduated from French or bilingual secondary schools. Nearly half had taken university courses in French, but only 17 per cent had taken any training for the teaching of French.

## CHAPTER VI

## GENERAL ORGANIZATION

### I. THE FRENCH CLASS

How are the French classes of the bilingual schools organized? Do the teachers give French instruction to their regular classes? Table XVI shows that 82 per cent of the 212 bilingual teachers of grade 4 to 8 taught French to their regular classes only, that 9 per cent taught French to other grades besides their own, and that 6 per cent changed classes for the French period. Three per cent of the teachers gave only French instruction.

TABLE XVI

ORGANIZATION OF THE FRENCH CLASSES OF 212 BILINGUAL TEACHERS OF GRADES 4 TO 8

| | Number | Per cent |
|---|---|---|
| Number of teachers teaching French to their regular classes | 174 | 82 |
| Number of teachers teaching French to their regular classes plus other grades | 19 | 9 |
| Number of teachers exchanging classes for French | 13 | 6 |
| Number of special teachers of French[a] | 6 | 3 |
| Total | 212 | 100 |

[a]Who give only French instruction

## II. THE FRENCH PERIOD

Table XVII indicates the time devoted to the teaching of French in 212 classes in Alberta and Saskatchewan.

TABLE XVII

TIME DEVOTED PER DAY TO THE TEACHING OF FRENCH IN 212 CLASSES IN ALBERTA AND SASKATCHEWAN

| Number of minutes per day | Number of classes | | | Per cent |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| 60 minutes | 85 | 112 | 197 | 92 |
| 50 minutes | 2 | | 2 | 1 |
| 45 minutes | | 1 | 1 | 1 |
| 40 minutes | 1 | | 1 | 1 |
| 35 minutes | 2 | 1 | 3 | 1 |
| 30 minutes | 4 | 3 | 7 | 3 |
| 15 minutes | 1 | | 1 | 1 |
| Total | 95 | 117 | 212 | 100 |

The majority or 93 per cent of the classes, 85 in Alberta and 112 in Saskatchewan, used the maximum time allowed for the teaching of French according to the School Acts of Alberta and Saskatchewan.

Is this hour used for French instruction continuous? Of the teachers included in this study 96 per cent who taught one hour of French replied in the affirmative. The others took one half hour in the morning and one half hour in the afternoon.

If this hour is continuous, at what time of the day is French instruction given? An examination of Table XVIII shows that 45 per cent of the teachers gave this instruction from eleven to twelve o'clock and another 35 per cent from one to two o'clock.

TABLE XVIII

TIME OF FRENCH PERIOD

| Time | Number of classes | | | Per cent of 189 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| 8:30 to 9:30 | | 1 | 1 | .5 |
| 9:00 to 10:00 | 2 | 15 | 17 | 9 |
| 9:30 to 10:30 | 2 | | 2 | 1 |
| 10:30 to 11:30 | 1 | 1 | 2 | 1 |
| 11:30 to 12:00 | 31 | 54 | 85 | 45 |
| 12:45 to 1.45 | 1 | | 1 | .5 |
| 1:00 to 2:00 | 28 | 38 | 66 | 35 |
| 1:30 to 2:30 | 1 | | 1 | .5 |
| 2:00 to 3:00 | 1 | | 1 | .5 |
| 2:30 to 3:30 | 9 | 4 | 13 | 7 |
| Total | 76 | 113 | 189 | 100 |

## III. PUPILS IN THE BILINGUAL CLASSES

A comparison of number of pupils whose mother tongue is French with the total number of pupils enrolled in 212 bilingual classes of grades 4 to 8 appears in Tables XIX and XX.

TABLE XIX

PERCENTAGE OF PUPILS WHOSE MOTHER TONGUE IS FRENCH ENROLLED IN NINETY-FIVE CLASSES OF GRADES 4 TO 8 IN THE BILINGUAL SCHOOLS OF ALBERTA

| Grade | Total no. of pupils in each grade | Number whose mother tongue is French | Per cent |
|---|---|---|---|
| 4 | 454 | 374 | 82 |
| 5 | 515 | 368 | 72 |
| 6 | 531 | 401 | 76 |
| 7 | 514 | 414 | 81 |
| 8 | 378 | 275 | 73 |
| Total | 2392 | 1832 | 77 |

TABLE XX

PERCENTAGE OF PUPILS WHOSE MOTHER TONGUE IS FRENCH ENROLLED IN 117 CLASSES OF GRADES 4 TO 8 IN THE BILINGUAL SCHOOLS OF SASKATCHEWAN

| Grade | Total number of pupils in each grade | Number whose mother tongue is French | Percentage |
|---|---|---|---|
| 4 | 577 | 378 | 66 |
| 5 | 590 | 360 | 61 |
| 6 | 597 | 386 | 65 |
| 7 | 465 | 337 | 73 |
| 8 | 390 | 283 | 73 |
| Total | 2619 | 1744 | 67 |

There were 77 per cent of the Alberta pupils in the classes involved whose mother tongue was French and 67 per cent in Saskatchewan. In the larger Alberta bilingual schools there is a tendency to group the French-speaking and English-speaking pupils of the same grade in separate classes, thus making the classes more homogeneous.

The next Tables XXI and XXII show the relationship between the number of pupils taking French according to the school Acts of Alberta and Saskatchewan and the total number of pupils enrolled.

TABLE XXI

PERCENTAGE OF PUPILS TAKING FRENCH IN NINETY-FIVE CLASSES OF GRADES 4 TO 8 IN ALBERTA

| Grade | Total number of pupils in each grade | Number taking French | Percentage |
|---|---|---|---|
| 4 | 454 | 399 | 88 |
| 5 | 515 | 387 | 75 |
| 6 | 531 | 394 | 74 |
| 7 | 514 | 429 | 84 |
| 8 | 378 | 291 | 77 |
| Total | 2392 | 1900 | 80 |

TABLE XXII

PERCENTAGE OF PUPILS TAKING FRENCH IN 117 CLASSES OF GRADES 4 TO 8 IN SASKATCHEWAN

| Grade | Total number of pupils in each grade | Number taking French | Percentage |
|---|---|---|---|
| 4 | 577 | 504 | 87 |
| 5 | 590 | 498 | 84 |
| 6 | 597 | 474 | 76 |
| 7 | 465 | 411 | 88 |
| 8 | 390 | 333 | 85 |
| Total | 2619 | 2220 | 85 |

An examination of Tables XIX and XXI shows that in the Alberta classes included in this study, in every grade except grade 6, the percentage of pupils studying French is greater than the percentage of pupils whose mother tongue is French. Tables XX and XXII reveal that in Saskatchewan the percentage of pupils studying French exceeds the percentage whose mother tongue is French by 18 per cent.

## IV. SUMMARY

A study of the general organization of the bilingual classes included in this investigation discloses that in the great majority of cases (82 per cent) French instruction was given by the home room teacher. The time set aside for the hour of French varied in the different schools but the last period of the forenoon or the first in the afternoon were preferred in 81 per cent of the classes. A large number of pupils, approximately 38 per cent, whose mother tongue is not French, and who were enrolled in bilingual classes followed French instruction.

# CHAPTER VII

## FRENCH INSTRUCTION

One of the aims of this study was to discover how the hour of French instruction was used. The questionnaire contained items designed to give information on the subjects taught, the amount of time devoted to each subject, teachers' opinions regarding the curriculum, homework, the use of the enterprise, co-curricular French activities, tests, and the provision of instructional material.

### I. TIME ALLOTMENT

The distribution of time devoted to teaching French language skills in the bilingual schools of Alberta and Saskatchewan is presented in Tables XXIII and XXIV respectively, which summarize the data furnished by eighty-three Alberta teachers and one hundred Saskatchewan teachers. Both tables show much variety in the allotment of time among the various subjects, but both tables also seem to indicate that more time was spent on grammar than on any other subject. The percentage of French classes spending two or more hours per week on the study of grammar was 73 per cent in Alberta and 42 per cent in Saskatchewan.

TABLE XXIII

APPROXIMATE NUMBER OF MINUTES PER WEEK DEVOTED TO TEACHING FRENCH LANGUAGE SKILLS IN EIGHTY-THREE BILINGUAL CLASSES OF ALBERTA

| Approximate number of minutes per week | Reading and literature | | Dictation | | Grammar | | Language and composition | |
|---|---|---|---|---|---|---|---|---|
| | Number of classes | Percent of classes | Number of classes | Percent of classes | Number of classes | Percent of classes | Number of classes | Percent of classes |
| Less than 30 min. | 3 | 4 | 6 | 7 | 1 | 1 | 5 | 6 |
| 30 - 59 min. | 22 | 27 | 46 | 56 | 1 | 1 | 36 | 43 |
| 60 minutes | 30 | 35 | 21 | 25 | 5 | 6 | 26 | 31 |
| 61 - 118 min. | 22 | 27 | 10 | 12 | 16 | 19 | 13 | 16 |
| 120 - 179 min. | 6 | 7 | | | 58 | 70 | 3 | 4 |
| 180 min. or more | | | | | 2 | 3 | | |
| Total | 83 | 100 | 83 | 100 | 83 | 100 | 83 | 100 |

Note: This table should be read as follows: Three classes out of eighty-three, or 4 per cent, used less than thirty minutes per week for reading and literature; six classes out of eighty-three, or 7 per cent, used less than thirty minutes per week for dictation.

TABLE XXIV

APPROXIMATE NUMBER OF MINUTES PER WEEK DEVOTED TO TEACHING FRENCH LANGUAGE SKILLS IN ONE HUNDRED BILINGUAL CLASSES OF SASKATCHEWAN

| Approximate number of minutes per week | Reading & Literature | Dictation | Grammar | Language & Composition |
|---|---|---|---|---|
| | Number & Per cent of classes | Number & Per cent of classes | Number & Per cent of classes | Number & Per cent of classes |
| Less than 30 min. | 2 | 2 | 1 | 4 |
| 30 - 59 min. | 24 | 28 | 4 | 26 |
| 60 minutes | 33 | 31 | 2 | 41 |
| 61 - 119 min. | 31 | 36 | 51 | 26 |
| 120 - 179 min. | 10 | 3 | 2 | 3 |
| 180 min. or more | | | 40 | |
| Total | 100 | 100 | 100 | 100 |

The approximate percentage of time spent on oral French in 180 bilingual classes of Alberta and Saskatchewan is given in Table XXV.

TABLE XXV

APPROXIMATE PERCENTAGE OF TIME GIVEN TO ORAL FRENCH IN 180 BILINGUAL CLASSES IN ALBERTA AND SASKATCHEWAN

| Percentage | Number of classes | Per cent of 180 |
|---|---|---|
| 10 per cent | 56 | 31 |
| 20 per cent | 55 | 31 |
| 30 per cent | 25 | 14 |
| 40 per cent | 24 | 13 |
| 50 per cent | 13 | 7 |
| 60 per cent | 7 | 4 |
| Total | 180 | 100 |

Thirty-one per cent of the teachers reported that they spent only 10 per cent of the French period or thirty minutes per week on oral language, and another 31 per cent reported that they spent only 20 per cent or sixty minutes per week on the same subject. This represents less than half the time reported being devoted to the teaching of grammar.

Table XXVI, which appears on the next page, shows the frequency of making use of enrichment activities during the French period. Responses to this item were given by 207 teachers. History of Canada was reported being taught at least once a week in 80 per cent of the classes, French songs in 51 per cent, and recitations in 36 per cent. Teachers seemed to be making very little use of dramatization or games in the teaching of French. Twenty-eight per cent reported never teaching any dramatization and 44 per cent reported never teaching any games. Canadian history and songs are probably receiving more attention because some questions on those appear on the tests.

TABLE XXVI

FREQUENCY OF USING CERTAIN ENRICHMENT ACTIVITIES IN 207 BILINGUAL CLASSES OF ALBERTA AND SASKATCHEWAN

| Frequency | History of Canada | | Songs | | Dramatization | | Recitations | | Games | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of classes | Per cent | Number of classes | Per cent | Number of classes | Per cent | Number of classes | Per cent | Number of classes | Per cent |
| Daily | 8 | 4 | 32 | 16 | 1 | 1 | 7 | 3 | 10 | 5 |
| Bi-weekly | 54 | 26 | 39 | 18 | 0 | 0 | 14 | 7 | 5 | 2 |
| Weekly | 103 | 50 | 36 | 17 | 1 | 1 | 54 | 26 | 3 | 2 |
| Occasionally | 36 | 17 | 99 | 48 | 116 | 56 | 126 | 61 | 77 | 37 |
| Never | 6 | 3 | 1 | 1 | 58 | 28 | 4 | 3 | 89 | 44 |

Note: This table should be read as follows: Eight classes out of 207, or 4 per cent, were taught History of Canada daily; thirty-two classes out of 207, or 16 per cent, were taught songs daily.

## II. THE CURRICULUM

What was the reaction of the bilingual teachers to the French course of studies? What subjects ought to be reduced in scope? What subjects should be stressed? Tables XXVII and XXVIII reveal a great variety of opinions regarding the foregoing questions. However, the number of teachers wanting to give less time to any skill subjects was relatively low, and varied only from 15 per cent for oral language to 25 per cent for dictation; whereas the corresponding percentage for French songs was 66. Sixty-four per cent of the teachers specified that grammar should be given more importance, and 70 per cent would give more importance to oral language. Only 12 per cent would stress the teaching of French songs.

TABLE XXVII

TEACHERS' OPINIONS AS TO THE SUBJECTS WHICH SHOULD BE REDUCED IN SCOPE ON THE CURRICULUM

| Subjects | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent of 95 | Number of teachers | Per cent of 117 | Number of teachers | Per cent of 212 |
| Reading & Literature | 23 | 24 | 25 | 21 | 48 | 23 |
| Dictation | 19 | 20 | 33 | 28 | 52 | 25 |
| Written Language | 22 | 23 | 19 | 18 | 41 | 20 |
| Grammar | 11 | 12 | 25 | 21 | 36 | 17 |
| Oral Language | 17 | 18 | 14 | 12 | 31 | 15 |
| Songs | 62 | 65 | 78 | 67 | 140 | 66 |

TABLE XXVIII

TEACHERS' OPINIONS AS TO THE SUBJECTS THAT SHOULD BE GIVEN MORE IMPORTANCE ON THE CURRICULUM

| Subjects | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent of 95 | Number of teachers | Per cent of 117 | Number of teachers | Per cent of 212 |
| Reading & Literature | 46 | 49 | 70 | 60 | 116 | 55 |
| Dictation | 56 | 59 | 61 | 52 | 117 | 55 |
| Written Language | 52 | 55 | 73 | 63 | 125 | 59 |
| Grammar | 68 | 72 | 67 | 57 | 135 | 64 |
| Oral Language | 63 | 66 | 86 | 74 | 149 | 70 |
| Songs | 11 | 12 | 13 | 11 | 26 | 12 |

The teachers were asked to give comments respecting the course of studies. Some of these follow in order of frequency.

1. Oral language should be stressed since it finds practical application more frequently than written language.
2. All subjects are important.
3. The time allotted for French is insufficient to learn thoroughly any one of the subjects.
4. The relative importance of the subjects depends on the age of the pupils.
5. Pupils should read more French books.
6. Subjects should be correlated.
7. A child should be taught to speak, read, and write correctly.
8. The songs to be taught should not be prescribed, but should be chosen by the teacher.

Can the program as it stands be covered adequately in the allotted time? Table XXIX furnishes the answer to the foregoing question. Of the 212 teachers who answered the questionnaire, 81 per cent said "No".

TABLE XXIX

TEACHERS' OPINIONS AS TO THE POSSIBILITY OF COVERING ADEQUATELY THE FRENCH PROGRAM AS IT STANDS IN THE TIME ALLOTTED TO FRENCH

| | Number of teachers | | | |
|---|---|---|---|---|
| | Alta. | Sask. | Total | Per cent |
| Affirmative response | 12 | 19 | 31 | 15 |
| Negative response | 79 | 93 | 172 | 81 |
| No response | 4 | 5 | 9 | 4 |
| Total | 95 | 117 | 212 | 100 |

Typical comments are listed below.

1. The hour of French is insufficient to cover the course adequately.
2. The course is too heavy and difficult.
3. In the larger schools, where the French pupils can be grouped, the French period should be longer.
4. The aims of the course are never satisfactorily achieved.
5. More time is needed if the pupils do not speak French out of school hours.

6. The number of grades which a teacher handles is a great factor in determining whether or not the course can be covered satisfactorily in the allotted time.
7. It is possible to teach the prescribed course in the time allowed provided the pupils have mastered the subject matter of the previous grades.
8. It is impossible to have pupils enjoy the study of French with this cramming.
9. The course is not satisfactorily graded.
10. Those who set the course have lost contact with the pupils.

## III. HOMEWORK

Since the majority of teachers were of the opinion that the course could not be covered satisfactorily during the hour of French, most of them resorted to homework to compensate for the insufficient time. Table XXX shows the number of minutes of homework assigned daily to the bilingual pupils of grades 4 to 8. It reveals a tendency to give more home assignments as the pupils progress through the grades. A few teachers assign more than one hour of French homework every day.

TABLE XXX

NUMBER OF MINUTES OF FRENCH HOMEWORK PER DAY ASSIGNED BY TEACHERS OF GRADES 4 TO 8 IN ALBERTA AND SASKATCHEWAN

| Number of minutes per day | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|
| | Number of teachers | Number of teachers | Number of teachers | Number of teachers | Number of teachers |
| 0 minutes | 10 | 7 | 6 | 9 | 11 |
| 10 - 14 minutes | 35 | 18 | 17 | 12 | 7 |
| 15 - 29 minutes | 24 | 24 | 17 | 20 | 16 |
| 30 - 44 minutes | 19 | 33 | 42 | 35 | 29 |
| 45 - 59 minutes | 1 | 1 | 1 | 4 | 2 |
| 60 - 74 minutes | 1 | 3 | 6 | 6 | 6 |
| 75 - 89 minutes | 0 | 0 | 0 | 0 | 0 |
| 90 minutes or more | 0 | 1 | 1 | 0 | 0 |

## IV. USE OF THE ENTERPRISE OR PROJECT

Do you have French enter into the enterprise or project on which your class is working? The responses given by the teachers to the foregoing question are indicated in Table XXXI. It shows that only 34 per cent of the bilingual teachers of grades 4 to 8 integrated French instruction into their class projects or enterprises.

TABLE XXXI

NUMBER OF TEACHERS INTEGRATING FRENCH INSTRUCTION INTO THE ENTERPRISE OR PROJECT

| | Number of teachers | | | |
|---|---|---|---|---|
| | Alta. | Sask. | Total | Per cent |
| Affirmative response | 33 | 38 | 71 | 34 |
| Negative response | 60 | 68 | 128 | 60 |
| No response | 2 | 11 | 13 | 6 |
| Total | 95 | 117 | 212 | 100 |

The reasons set forth by the teachers for not integrating

French with other subjects are summarized in Table XXXII. Only 158 teachers answered this item. Fifty-eight per cent of them stated that they do not find sufficient time to teach by that method; 21 per cent do not have suitable references in French; 13 per cent do not teach French to their regular classes; and another 8 per cent are not interested in using that method of instruction.

TABLE XXXII

REASONS FOR NOT INTEGRATING FRENCH INSTRUCTION INTO THE ENTERPRISE OR PROJECT

| Reasons | Number of teachers | | | Per cent of 158 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| No references in French | 24 | 10 | 34 | 21 |
| Insufficient time to teach by that method | 38 | 53 | 91 | 58 |
| No interest in teaching by that method | 6 | 6 | 12 | 8 |
| Exchange of classes for the French period | 11 | 10 | 21 | 13 |
| Total | 79 | 79 | 158 | 100 |

During the French period, are projects being used exclusively for the teaching of French? Table XXXIII indicates that only 30 per cent of the teachers gave an affirmative response to the above question. Very little use, therefore, was being made of the enterprise or project for French instruction.

TABLE XXXIII

NUMBER OF TEACHERS USING AN OCCASIONAL PROJECT TO TEACH THE PRESCRIBED FRENCH COURSE

| | Number of teachers | | | Per cent |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Affirmative response | 33 | 44 | 77 | 36 |
| Negative response | 60 | 49 | 109 | 52 |
| No response | 2 | 24 | 26 | 12 |
| Total | 95 | 117 | 212 | 100 |

## V. CO-CURRICULAR FRENCH ACTIVITIES

In Table XXXIV are listed the French activities in which the pupils from 212 bilingual classes of Alberta and Saskatchewan participated in 1958-59. In Alberta 84 per cent of the classes took part in the French music festivals, whereas only 56 per cent did so in Saskatchewan. However, 73 per cent of Saskatchewan bilingual pupils of grades 4 to 8 participated in public speaking contests, whereas only 2 per cent of Alberta bilingual pupils of the same grades did

likewise. Thirteen per cent of the classes of both provinces contributed to a French or bilingual school paper, and 67 per cent took part in a French or bilingual Christmas concert.

Among the French activities which were listed by the teachers are the following: French clubs, church choirs, and contributions to the French weekly newspapers.

TABLE XXXIV

FRENCH ACTIVITIES IN WHICH 212 BILINGUAL CLASSES PARTICIPATED

| Activities | Alta. | | Sask. | | Total | Per cent of 212 |
|---|---|---|---|---|---|---|
| | No. of classes | Per cent of 95 | No. of classes | Per cent of 117 | | |
| Music festivals | 80 | 84 | 65 | 56 | 145 | 69 |
| Public speaking contests | 2 | 2 | 85 | 73 | 87 | 41 |
| Radio programs | 6 | 6 | 9 | 8 | 73 | 7 |
| Christmas concerts | 58 | 61 | 84 | 72 | 142 | 67 |
| Other concerts | 46 | 48 | 62 | 53 | 108 | 51 |
| French or bilingual school paper | 14 | 15 | 14 | 12 | 28 | 13 |

## VI. FRENCH EXAMINATIONS

Each year the French association of each province sets a series of examinations based on the prescribed course, to be written by the pupils of grades 3 to 12. The tests are prepared by a committee of the A.E.B.A.[1] in Alberta, and of the A.C.F.C.[2] in Saskatchewan. In Alberta, these tests are held on the last Friday in May, and in Saskatchewan, on the first or second Saturday in June. The benevolent aid of the teachers is enlisted for the correction of the tests, and the results are published in the French newspapers, La Survivance and La Liberté et le Patriote. Prizes donated by individuals or clubs are awarded, on a provincial as well as on a class basis, to the pupils obtaining the highest marks in each grade.

The total number of pupils of grades 4 to 8, including those from private schools, who wrote the examinations in the spring of 1959. appears in Table XXXV.

---

[1]L'Association des Educateurs Bilingues de l'Alberta (Association of Bilingual Teachers of Alberta)

[2]L'Association Catholique Franco-Canadienne (French Canadian Catholic Association) (Saskatchewan)

TABLE XXXV

NUMBER OF PUPILS WHO WROTE THE TESTS SET BY THE FRENCH ASSOCIATIONS OF ALBERTA AND SASKATCHEWAN IN MAY OR JUNE 1959[a]

| Grade | Alberta | Saskatchewan | Total |
|---|---|---|---|
| 4 | 639 | 560 | 1199 |
| 5 | 571 | 562 | 1133 |
| 6 | 566 | 448 | 1014 |
| 7 | 560 | 364 | 924 |
| 8 | 441 | 291 | 732 |
| Total | 2777 | 2225 | 5002 |

[a]Information supplied by the provincial secretaries of the French Associations.

To the question "Do the French tests as set by the French association of your province test what you are teaching?", 92 per cent of the Saskatchewan teachers and 69 per cent of the Alberta teachers, as shown by Table XXXVI, replied in the affirmative.

TABLE XXXVI

EXTENT TO WHICH TEACHERS REPORT THAT FRENCH EXAMINATIONS AS SET BY THE FRENCH ASSOCIATIONS BEAR ON THEIR TEACHING

| | Alta. | | Sask. | | Total | Per cent of 212 |
|---|---|---|---|---|---|---|
| | No. of teachers | Per cent | No. of teachers | Per cent | | |
| Affirmative response | 65 | 69 | 108 | 92 | 173 | 82 |
| Negative response | 26 | 27 | 2 | 2 | 28 | 13 |
| No response | 4 | 4 | 7 | 6 | 11 | 5 |
| Total | 95 | 100 | 117 | 100 | 212 | 100 |

Some typical comments made by the teachers follow.

1. The tests are well prepared, adapted to the pupils, and of such nature as to be an encouragement.

2. They do not contain enough thought questions.

3. Teaching is apt to aim at preparing for tests.

4. The tests show little adaptation to varying teaching conditions.

5. The course is much broader than can be covered by the tests.

Most of the bilingual teachers would teach the same way if they prepared their own tests, as is evidenced from Table XXXVII. Seventy per cent of the 212 teachers in this study said they would.

TABLE XXXVII

TEACHERS' RESPONSES AS TO WHETHER THEIR TEACHING WOULD BE THE SAME IF THEY PREPARED THEIR OWN TESTS

| | Number of teachers | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Affirmative response | 65 | 84 | 149 | 70 |
| Negative response | 26 | 25 | 51 | 24 |
| No response | 4 | 8 | 12 | 6 |
| Total | 95 | 117 | 212 | 100 |

Below are listed, in order of frequency, some of the varied remarks made by the teachers.

1. I would teach more oral language.
2. I would give more time to reading, conversation, composition, and less to grammar.
3. I would teach less subject matter, but I would try to teach it better so that my pupils would better enjoy the study of French.
4. I would teach more grammar.

The bilingual teachers were asked if they found the tests an incentive for good performance on the part of their pupils. An overwhelming majority, 93 per cent, replied in the affirmative, as shown in Table XXXVIII. One teacher remarked, "It is the only incentive we have".

TABLE XXXVIII

EXTENT TO WHICH THE TEACHERS CONSIDER THE FRENCH TESTS AS USEFUL INCENTIVES

| | Alta. | Sask. | Total | Per cent of 212 |
|---|---|---|---|---|
| Affirmative response | 91 | 107 | 198 | 93 |
| Negative response | 2 | 6 | 8 | 4 |
| No response | 2 | 4 | 6 | 3 |
| Total | 95 | 117 | 212 | 100 |

## VIII. INSTRUCTIONAL MATERIAL

One purpose of this investigation was to discover if adequate and suitable teaching tools were provided for French instruction. As shown in Table XXXIX, only 43 per cent of the teachers reported that school boards provided instructional material for the teaching of French on the same basis as for the teaching of any other subject.

Another 43 per cent reported that they did not, and 14 per cent did not give any response.

TABLE XXXIX

EXTENT TO WHICH THE SCHOOL BOARDS SUPPLY INSTRUCTIONAL MATERIAL FOR FRENCH ON THE SAME BASIS AS FOR OTHER SUBJECTS

| | Number of teachers | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Affirmative response | 39 | 53 | 92 | 43 |
| Negative response | 40 | 51 | 91 | 43 |
| No response | 16 | 13 | 29 | 14 |
| Total | 95 | 117 | 212 | 100 |

## VIII. LIBRARY

What were the teachers' reactions as to the suitability of the French library books at their disposal? Table XL summarizes the number of books available per class, which in the opinion of the teachers were suitable for their pupils. In 19 per cent of the classes, as reported by the teachers, there were no library books whatever, and in 46 per cent of them there were less than twenty-five, often not one per pupil. Several teachers having a larger number of

books available for their pupils deplored the fact that the books were very old.

TABLE XL

NUMBER PER CLASS OF LIBRARY BOOKS SUITABLE FOR THE GRADES TAUGHT

| Number of books | Number of classes | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| None | 28 | 13 | 41 | 19 |
| 10 to 14 books | 7 | 22 | 29 | 14 |
| 15 to 24 books | 7 | 20 | 27 | 13 |
| 25 to 49 books | 11 | 20 | 31 | 15 |
| 50 to 74 books | 13 | 25 | 38 | 18 |
| 75 to 99 books | 9 | 6 | 15 | 7 |
| 100 and over | 20 | 11 | 31 | 14 |
| Total | 95 | 117 | 212 | 100 |

What funds are available for the purchase of French library books? Table XLI reveals that only 57 per cent of the teachers reported that the school boards supplied French library books.

TABLE XLI

NUMBER OF BILINGUAL CLASSES FOR WHICH THE SCHOOL DISTRICT, DIVISION, OR UNIT PROVIDES FRENCH LIBRARY BOOKS

| | Number of classes | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Supplied by local district | 39 | 28 | 67 | 32 |
| Supplied by division or unit | 22 | 31 | 53 | 25 |
| Total | 61 | 59 | 120 | 57 |

From what other sources are funds secured for library books? The following, listed in order of frequency, are other means given by the teachers:

1. Voluntary contributions through student organizations.
2. Programs prepared by the students
3. Fees charged to the pupils
4. Teachers' contributions
5. Special levy (Saskatchewan)
6. Donations
7. French Canadian Catholic Association Local (Saskatchewan)
8. Local library
9. Traveling library sponsored by the Association of Bilingual Teachers of Alberta.

## IX. AUDIO-VISUAL AIDS

The teachers were asked to check a certain number of audio-visual aids which they used in their teaching of French. These are listed in Table XLII. It shows that 37 per cent of the teachers used a record player, 24 per cent used a sound projector, and 40 per cent used none of the aids mentioned.

TABLE XLII

AUDIO-VISUAL AIDS USED IN THE TEACHING OF FRENCH

| Aids | No. of classes using aids | | | Per cent of 212 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Record player | 36 | 42 | 78 | 37 |
| Radio | 12 | 24 | 36 | 17 |
| Sound projector | 30 | 21 | 51 | 24 |
| Silent projector | 4 | 5 | 9 | 4 |
| Tape recorder | 17 | 12 | 29 | 14 |
| Filmstrip projector | 10 | 17 | 27 | 13 |
| None used | 39 | 45 | 84 | 40 |

The reasons for not using the audio-visual aids listed on the questionnaire were given as follows:

1. Not enough time
2. Lack of French records and films
3. Lack of funds to purchase films and records
4. Radio programs not appropriate
5. Aids not at the disposal of the teacher.

# X. SUMMARY

This study has revealed many of the varied problems of the teaching of French in the bilingual schools of Alberta and Saskatchewan. The course of studies aims at not less than a perfect mastery of the French language, and since this goal must be achieved in a daily hour of French instruction, the tendency is to stress the skill subjects. Moreover, most teachers admitted that they cannot in the allotted time give the students a good grasp of the subject matter.

The time devoted to oral language was less than half the time used for formal grammar. This practice seems to be in direct opposition to the view held by the delegates at the International Seminar organized by the Secretariat of UNESCO at Nuwara Eliya, Ceylon, in August, 1953. "They (the delegates) were unanimous in reaffirming a belief in the teaching of the four skills of hearing, speaking, reading and writing in that order."[1] The delegates were also unanimous in "their condemnation of formal grammar in the early stages."[2] They agreed that "The approach should be primarily oral."[3] However, this investigation revealed that the teachers felt the need for oral language, since 70 per cent of them were of the opinion that it should be stressed.

---

[1]UNESCO, The Teaching of Modern Languages, Amsterdam, 1955, p. 15.

[2]Ibid., p. 51.

[3]Ibid., p. 50.

Various obstacles seemed to stand in the way of integrating French with other subjects, or of using projects for the teaching of French. Yet the majority of the delegates at the International Seminar subscribed to the principle that "Active methods of teaching should be used as far as possible."[4] And Mildred A. Dawson says, "Language skills are most readily learned and mastered in connection with interests and occasions that demand their use."[5]

It was encouraging to note, however, that some activities, such as music festivals and speaking contests, were used to heighten the interest of the pupils in the study of French.

The examinations set by the French Associations seemed to be the greatest stimulant to both teacher and pupils, although some teachers admitted that there was a tendency to take the passing of examinations as a goal.

The schools seemed to be very scantily supplied with instructional material. So as to achieve desirable goals, the following would be not only helpful but necessary: suitable books for free reading and reference, song books, records, films, and filmstrips. More than half of the teachers did not receive this material readily from the school boards. Various expedients had to be resorted to in order to purchase the necessary tools, which were most often inadequate.

---

[4] Ibid., p. 50.

[5] Mildred A. Dawson, Teaching Language in the Grades, World Book Company, New York, 1951, p. 37.

# CHAPTER VIII

## GUIDANCE, SUPERVISION, CONVENTIONS

What guidance and leadership is offered to the bilingual teachers? What means are at their disposal for the improvement of their teaching of French? To gather information concerning the preceding questions was one object of the present investigation.

(The questions, as stated on the questionnaire, have been used for the captions of the tables within this chapter).

### I. GUIDANCE AND LEADERSHIP

The teachers were asked whether the superintendent inspected the French classes. Table XLIII, on next page, reveals that only 33 per cent of the Alberta teachers, and 29 per cent of the Saskatchewan teachers, gave an affirmative response.

Is any guidance concerning the teaching of French offered by the superintendent? To this question, as shown in Table XLIV, page 74, only 20 per cent of the Alberta and Saskatchewan teachers said "yes." The bilingual teachers are, therefore, receiving little or no guidance for the teaching of French from the official superintendents of schools. They are not, however, deprived of all leadership, for some valuable guidance and encouragement are offered by visiting supervisors, who are paid a very meager remuneration by the French associations of each province, but the latter are usually

TABLE XLIII

DOES THE SUPERINTENDENT INSPECT THE FRENCH CLASS?

| | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent | Number of teachers | Per cent | Number of teachers | Per cent |
| Yes | 31 | 33 | 34 | 29 | 65 | 31 |
| No | 58 | 61 | 76 | 65 | 134 | 63 |
| No response | 6 | 6 | 7 | 6 | 13 | 6 |
| Total | 95 | 100 | 117 | 100 | 212 | 100 |

TABLE XLIV

IS ANY GUIDANCE CONCERNING THE TEACHING OF FRENCH OFFERED BY THE SUPERINTENDENT?

| | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent | Number of teachers | Per cent | Number of teachers | Per cent |
| Yes | 19 | 20 | 24 | 20 | 43 | 20 |
| No | 67 | 71 | 84 | 72 | 151 | 71 |
| No response | 9 | 9 | 9 | 8 | 18 | 9 |
| Total | 95 | 100 | 117 | 100 | 212 | 100 |

not able to visit the schools more than once a year.

## II. CONVENTIONS AND INSTITUTES

French conventions and institutes are held periodically in most areas. Table XLV indicates that only 39 per cent of the Alberta teachers, and only 9 per cent of the Saskatchewan teachers stated that French conventions and institutes were held on a school day.

Nevertheless, to the question, "Are you able to attend conventions and institutes?" the majority, 68 per cent of the Alberta teachers and 78 per cent of the Saskatchewan teachers, answered in the affirmative, as shown in Table XLVI, on page 77.

The bilingual teachers of grades 4 to 8 were asked to enumerate the topics discussed at the French conventions and institutes. Following, in order of frequency, are the varied subjects of discussion listed by the teachers.

1. Teaching methods
2. Course of studies
3. Our rights
4. Character formation
5. Encyclical on education
6. Correct speech
7. Public speaking
8. French examinations
9. Religious instruction

CONVENTIONS AND INSTITUTES

TABLE XLV

ARE CONVENTIONS AND INSTITUTES HELD ON A SCHOOL DAY?

| | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent | Number of teachers | Per cent | Number of teachers | Per cent |
| Yes | 37 | 39 | 11 | 9 | 48 | 23 |
| No | 47 | 49 | 93 | 80 | 140 | 66 |
| No response | 11 | 12 | 13 | 11 | 24 | 11 |
| Total | 95 | 100 | 117 | 100 | 212 | 100 |

TABLE XLVI

AS A RULE ARE YOU ABLE TO ATTEND CONVENTIONS AND INSTITUTES?

| | Alberta | | Saskatchewan | | Total | |
|---|---|---|---|---|---|---|
| | Number of teachers | Per cent | Number of teachers | Per cent | Number of teachers | Per cent |
| Yes | 65 | 68 | 91 | 78 | 156 | 74 |
| No | 15 | 16 | 14 | 12 | 29 | 14 |
| No response | 15 | 16 | 12 | 10 | 27 | 12 |
| Total | 95 | 100 | 117 | 100 | 212 | 100 |

10. French music festival

11. Constitution of the French Teachers' Association

12. Bilingualism

13. The School Act

## III. SUMMARY

The bilingual teachers seem to be receiving very inadequate guidance for the teaching of French. Most teachers do not get any from the superintendents; not all schools are visited by the supervisor of French instruction employed by the French association, and rarely are schools visited more than once a year.

In spite of the fact that conventions and institutes are usually not held on a school day, the majority of the teachers attend.

# CHAPTER IX

## DIFFICULTIES

What difficulties are encountered by the bilingual teachers in giving French instruction? The teachers indicated on the questionnaire what they considered to be their greatest difficulty. Table XLVII appearing on the next page, shows that 44 per cent of the teachers pointed out that lack of time was their greatest difficulty; and 30 per cent more stated that the wide range of individual differences in the grasp of the French language was their greatest problem.

The teachers were requested to number in decreasing order of importance the difficulties which they experienced in teaching French. Table XLVIII on page 81 shows that lack of time has been indicated as the greatest difficulty by 90 out of 207 teachers, and as the second greatest by 57 of them. Next in importance came the wide range of individual differences in the grasp of the language; and the third greatest lags far behind with 17 teachers choosing lack of pupil preparation in previous grades, as their greatest difficulty.

TABLE XLVII

GREATEST DIFFICULTIES ENCOUNTERED IN THE TEACHING OF FRENCH AS REPORTED BY 207 BILINGUAL TEACHERS

| Difficulty | Number of teachers | | | Per cent of 207 |
|---|---|---|---|---|
| | Alta. | Sask. | Total | |
| Inadequacy of supervisory assistance and leadership | 3 | 0 | 3 | 1 |
| Inadequacy of instructional material furnished to the teacher | 1 | 2 | 3 | 1 |
| Tests as set by the French Association too difficult | 1 | 1 | 2 | 1 |
| Curriculum too difficult | 5 | 7 | 12 | 6 |
| Lack of suitable books for free reading | 3 | 1 | 4 | 2 |
| Lack of pupil preparation in previous grades | 7 | 10 | 17 | 8 |
| Wide range of individual differences in grasp of language | 25 | 37 | 62 | 30 |
| Supervision of pupils who do not take French | 3 | 3 | 6 | 3 |
| Lack of time | 39 | 51 | 90 | 44 |
| Lack of training for the teaching of French | 7 | 1 | 8 | 4 |
| Total | 94 | 113 | 207 | 100 |

TABLE XLVIII

DIFFICULTIES ENCOUNTERED IN THE TEACHING OF FRENCH IN DECREASING ORDER OF IMPORTANCE AS REPORTED BY 207 BILINGUAL TEACHERS

| | Number of teachers Order of difficulty | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Inadequacy of supervisory assistance and leadership | 3 | 6 | 12 | 10 | 14 |
| Inadequacy of instructional material furnished to the teacher | 3 | 9 | 17 | 20 | 24 |
| Tests as set by the French Association too difficult | 2 | 1 | 11 | 12 | 15 |
| Curriculum too difficult | 12 | 16 | 22 | 18 | 21 |
| Lack of suitable books for free reading | 4 | 11 | 29 | 32 | 14 |
| Lack of pupil preparation in previous grades | 17 | 26 | 28 | 23 | 8 |
| Wide range of individual differences in grasp of language | 62 | 53 | 28 | 13 | 10 |
| Supervision of pupils who do not take French | 6 | 4 | 6 | 12 | 7 |
| Lack of time | 90 | 57 | 25 | 10 | 3 |
| Lack of training for the teaching of French | 8 | 13 | 11 | 13 | 18 |

NOTE: This table should read as follows: Inadequacy of supervisory assistance and leadership was chosen as the greatest difficulty by three teachers; as second greatest difficulty by six teachers, as third greatest difficulty by twelve teachers, etc.

The most urgent needs for the effective teaching of French in the bilingual schools, as listed by the bilingual teachers of grades 4 to 8, are given below. Those appearing more frequently on the questionnaire are named first.

1. Allotment of more time for French instruction
2. Encouragement given to pupils to speak French out of school hours
3. More attractive French text books
4. More appealing methods of giving French instruction
5. Better professional training for bilingual teachers
6. Lighter, more practical, and better graded course of studies
7. Official recognition of the French course of studies by the Department of Education
8. Teaching of some of the academic subjects in French
9. More and better instructional material
10. French course of studies better adapted to the West
11. Bilingual teacher-training school
12. More professional leadership
13. Employment by the Department of Education of a supervisor of French instruction.

# CHAPTER X

## CONCLUSION

### I. SUMMARY

General conclusion. The information gathered through this study will, it is hoped, help in improving the situation of the bilingual schools of Alberta and Saskatchewan. The investigator, however, is aware of the limitations of the questionnaire technique which seemed to be the only feasible method of collecting data for this particular research problem. Nevertheless, the high percentage of returns inspires confidence that the description of the bilingual schools which was drawn as a result of this enquiry should be as complete as possible under the circumstances.

Description of the bilingual schools. The bilingual schools of Alberta and Saskatchewan belong to every type and variety, from the multi-room city school to the one-room rural school. There are public and separate schools; some are under the control of independent school boards, and others are situated within larger units of administration. There are, in these schools, approximately 450 bilingual teachers giving instruction to some 10,000 French-English bilingual students.

Qualifications of the bilingual teachers. The general qualifications of the bilingual teachers are probably similar to those of other teachers in comparable situations. Their qualifications for teaching French, both academic and professionsl, vary considerably as indicated by Tables VIII, page 27, IX, page 28, and XIII, page 32. Would the training of the average bilingual teacher be in accordance with the principles adopted by the delegates at the International Seminar held in Ceylon in 1953? These members of the UNESCO conference were of the opinion that the teacher of modern languages should possess a high degree of competence in the language which he proposes to teach, that he should have a broad knowledge of the culture and literature of the country where it originated, and that he should be acquainted with the methods and techniques of modern language teaching.[1]

Time allotted for French. The bilingual teachers have to cope with a heavy French curriculum. Table XXIX, page 54, shows that 81 per cent of the respondents claim that the French program as it stands cannot be covered satisfactorily in the allotted time. Also Table XLVII, page 54, indicates that 44 per cent of the teachers consider the lack of time as their greatest difficulty in teaching French.

---

[1]UNESCO, L'enseignement des langues vivantes, Paris, 1955, pp. 137-138.

Individual differences. The wide range of individual differences in the grasp of the French language appears to be the second greatest difficulty which confronts the bilingual teacher, as Table XLVII, page 80, shows. The lack of suitable teaching materials renders this problem more acute. The primary course in French for grades 1 and 2 as offered in Alberta should help minimize this problem and eliminate the confusion that might arise when very young pupils attempt to learn and write two languages simultaneously. The School Act of Saskatchewan, however, has no provision for such a primary course. One member of the UNESCO conference had this to say concerning the question: "The ideal is that all young pupils should have had a sound training in reading their mother tongue before they start reading the foreign language."[2]

Curriculum and methods. It is apparent from Tables XXIII, page 45, and XXIV, page 46, that formal grammar is stressed, especially in Alberta schools, and from Table XXV, page 47, that oral expression is evidently not receiving adequate attention. Tables XXXI, page 57, and XXXIII, page 59, indicates that little attempt seems to be made to use active methods of teaching. It appears that perhaps not enough consideration is given to the following principles which,

---

[2]P. Gurrey, "L'enseignement de l'anglais comme langue étrangère dans certains pays de l'Asie, de l'Asie, de l'Afrique, et du bassin méditerranéen." Quoted in L'enseignement des langues vivantes by UNESCO, Paris, 1955, pp. 74-74.

according to Mildred A. Dawson, underlie a basic language program:

1. The language program should be developed from the interests and experiences of children and should incorporate all the modes of language expression necessary to the interchange of thoughts and ideas in the course of normal daily living. ...

2. Language skills are most readily learned and mastered in connection with interests and occasions that demand their use. ...

3. Language teaching is a day-long activity. ...

4. The language program should take account of language needs in the other subjects. ...

5. The program should provide a few definite standards each year. ...

6. Grade placement of skills should take account of child maturation, as well as of demands for the use of these skills in normal situations that confront children at successive age and grade levels. ...

7. In language teaching the positive approach is desirable. ...

8. The tendency of children to imitate is an asset in the teaching of language. ...

9. Oral language should be stressed. ...

10. The child should acquire the tendency and ability to appraise his own work. ...[3]

The time devoted to enrichment activities seems to be negligible. Most teachers, as revealed in Table XXVI, page 49, only occasionally teach songs, dramatizations, recitations or games. Is there not a danger that French culture may be neglected at the expense of the purely mechanical skills? "Only the

---

[3]Mildred A. Dawson, Teaching Language in the Grades, World Book Company, New York, 1951, pp. 37-40.

bicultural-bilingual person, who is able to participate intimately in two cultures, is usually considered as the true bilingual."[4] Are the French-English bilingual students in our schools receiving a truly bilingual training? The French music festivals and the public speaking contests in which a considerable number of classes participate, as shown in Table XXXIV, page 60, undoubtedly play a great part in acquainting the students with some aspects of French culture.

Instructional material. Our bilingual schools seem to be inadequately equipped for the teaching of French. In the majority of schools, as Tables XXXIX, page 66, and XLI, page 68, indicate, the necessary funds for the purchase of teaching tools and library books are not provided by school boards. It is apparent from Table XLII, page 69, that few teachers make use of audio-visual aids for French instruction.

Guidance and Leadership. Little opportunity for improving their methods of giving French instruction seems to be afforded the bilingual teachers of Alberta and Saskatchewan. Tables XLIII, page 73, and XLIV, page 74, show that in the majority of bilingual schools there is no official inspection of French, and very little guidance is offered by the local superintendents. Often the only

---

[4]James P. Soffietti, "Bilingualism and Biculturalism," The Journal of Educational Psychology, April 1955, p. 224.

control and evaluation of French instruction resides in the examinations set by the French Associations. Fortunately, these furnish a great incentive to both teachers and pupils.

Conventions. Teachers reported, as shown in Table XLV, page 76, that French conventions and institutes are usually not held on a school day. Nevertheless, Table XLVI, page 77, indicates that the majority of teachers, anxious to better their teaching techniques, make it a duty to attend.

The bilingual schools, in spite of their shortcomings, will undoubtedly be the greatest factor in the preservation of the French language and culture in Western Canada. It is a tribute to the bilingual teachers and the French Associations that these schools are maintained amidst the numerous difficulties that confront them.

## II. RECOMMENDATIONS

This study has revealed many problems of the bilingual schools. Those problems regarded by the investigator as most significant were brought out in the preceding summary. The following recommendations, considered as possible means of rendering the teaching of French in the bilingual schools more effective, are offered as a conclusion to the present investigation.

1. Courses in methods of teaching French in bilingual schools should be given at the Universities of Alberta and Saskatchewan. The need for such courses seems apparent from the considerations which follow. Only 17

per cent of the bilingual teachers of grades 4 to 8, as indicated in Table XIII, page 32, said that they had taken their training in French language institutions. The data presented in Tables XXIII, page 45, XXIV, page 46, XXV, page 47, XXXI, page 57, and XXXIII, page 59, concerning present methods of teaching French in bilingual schools, show that formal grammar is stressed, that inadequate time is spent on oral language, and that little use is made of active methods of teaching. These courses would encourage the adoption of the methods of teaching modern languages recommended by authorities in the field, notably by the delegates at the UNESCO Seminar and by Mildred A. Dawson.[5] Better teaching methods would ensure a more profitable use of the time devoted to French instruction, as well as a more efficient use of available resources.

2. The time allotted to French instruction in bilingual schools should be extended. Table XXIX, page 54, indicates that 81 per cent of the bilingual teachers of grades 4 to 8 said that they could not satisfactorily cover the French course in the prescribed time. Also 44

---

[5]Mildred A. Dawson, Teaching Language in the Grades, World Book Company, New York, 1951.

per cent of the teachers consider lack of time as their greatest difficulty, as Table XLVII, page 80, will show.

3. A primary course in French for grades 1 and 2 should be permissible in Saskatchewan, as it is in Alberta. Most investigators in the field of bilingualism, among them Taillon[6] and Gurrey[7], agree that the child should learn to read and write his mother tongue first.

4. The French course of studies for both provinces should be revised in accordance with the suggestions listed below, and in keeping with the principles of modern language teaching outlined by Dawson.[8]

   (a) The course should emphasize language.

   (b) The course should put less stress on formal grammar.

   (c) The grade placement of skills should give more consideration to the maturity of the child.

   (d) The use of active methods should be encouraged.

   (e) The course should be made more flexible so that teachers can more easily make use of active methods, and give more consideration to cultural values.

---

[6]Leopold Taillon, Diversite des langues et bilinguisme, L'Imprimerie Acadienne Ltee, Moncton, N.B., 1950, p. 52.

[7]UNESCO, op. cit., pp. 73,74.

[8]Dawson, op. cit., pp. 37-40.

5. Bilingual schools should be provided with better facilities for French instruction. Tables XXXIX, page 66, XL, page 67, XLI, page 68, and XLII, page 69, indicate that bilingual schools are scantily supplied with the necessary teaching tools.

   (a) Attractive free reading books for all ages should be provided.

   (b) Adequate reference material should be supplied.

   (c) French films and filmstrips suitable for school use should be made available.

   (d) French records should be provided.

   (e) Appropriate French radio programs should be offered during school hours.

   (f) Lists of suitable library books for all grade levels, as well as lists of available films and other audio-visual aids should be supplied to teachers.

6. A competent official supervisor of French instruction should be employed in each province. Tables XLIII, page 73, and XLIV, page 74, indicate that bilingual teachers are offered little supervision and guidance for French instruction.

7. French conventions and institutes should be held on school days for which teachers are entitled to salaries. Table XLV, which appears on page 76,

shows that only 39 per cent of Alberta teachers and 9 per cent of Saskatchewan teachers stated that in their localities, these conventions and institutes were held on school days.

8. A Canadian association of bilingual teachers should be founded. The purpose of such an association would be to co-operate in improving the situation of the bilingual schools by the sharing of experiences, by collaborating in devising practical instructional material, aids, achievements and diagnostic tests, and in making these available to all teachers in bilingual schools.

## III. SUGGESTIONS FOR FURTHER RESEARCH

The present research project has been for the most part exploratory in nature, and aimed at getting a general view of the problems relating to the bilingual schools of Alberta and Saskatchewan. More specialized research is needed in all the different aspects of the teaching of French in the bilingual schools.

Suggestions for further research are listed below.

1. The development of a French language program based on scientific principles of language teaching.
2. The preparation of standardized diagnostic and achievement tests in French for the bilingual schools of the western provinces.

3. A comparison of different language teaching methods to discover the most satisfactory for use in the bilingual schools.
4. The efficient use of audio-visual aids for French instruction in bilingual schools.
5. An investigation of what would be the best training for bilingual teachers.
6. The development of well-graduated attractive language texts for all levels, adapted to the particular situations of the bilingual schools.

# B I B L I O G R A P H Y

## BIBLIOGRAPHY


Central Advisory Council for Education, Wales. "Bilingualism in the Schools of Wales," Journal of Education, 85:176, April, 1953.

Coull, William H. "A Normative Survey of Reading Achievement of Alberta Children in Relation to Intelligence, Sex, Bilingualism, and Grade Placement," The Alberta Journal of Educational Research, March, 1956, pp. 18-29.

Darcy, Natalie T. "The Effect of Bilingualism upon the Measurement of Intelligence of Children of Preschool Age," Journal of Educational Psychology, XXXVII, 1946, pp. 21-44.

Dawson, Mildred A. Teaching Language in the Grades. New York: World Book Company, 1951.

Gibault, J. L. "The Effect of Instruction in French upon the Mastery of the English Language in the English-French Schools of the St. Paul Inspectorate." Unpublished Master's thesis, The University of Alberta, 1939.

Government of the Province of Alberta, The School Act, Edmonton, 1952.

Government of the Province of Saskatchewan, The School Act, Regina, 1954.

Government of Alberta, The Royal Commission on Education, Brief presented by l'Association Canadienne-Francaise de l'Alberta, 1958.

Government of Alberta, The Royal Commission on Education, Brief presented by l'Association des Educateurs bilingues de l'Alberta, 1958.

Groulx, Abbé Lionel, Les écoles des minorités. Tome II, L'enseignement du francais au Canada. Montréal: Granger Frères Ltée, 1935.

Hobbs, Nicholas. "Child Development and Language Learning," School and Society, LXXVIII, 1953, p. 20.

La Liberté et le Patriote, Winnipeg, 14 août, 1953.

Monroe, W. S. "Bilingualism," Encyclopedia of Educational Research, New York: Macmillan Company, 1950, pp. 97-100.

Jones, W.R. "The Influence of Reading Ability in English on the Intelligence Test Scores of Welsh Speaking Children," British Journal of Educational Psychology, 23:114-20, June, 1953.

One Hundred Associates. Canada and Its Provinces, A History of the Canadian People and Their Institutions, Volume 20, Adam Shortt, Arthur G. Doughty, General Editors, 1914.

Proposed School Ordinance for the North-West Territories, Moose Jaw, 1883.

Reid, Thomas James. "A Survey of the Language Achievement of Alberta School Children in Relation to Bilingualism, Sex, and Intelligence." Unpublished Master's thesis, University of Alberta, 1954.

Revised Ordinances of the North-West Territories and Other Ordinances Passed by the Legislative Assembly, Regina, 1888.

Robinson, Claude Hill. "A Study of the Written Language Errors of 1238 Pupils of Ukrainian Origin." Unpublished Master's thesis, University of Alberta, 1934.

Russell, David H. Children Learn to Read. Boston: Ginn and Company, 1949.

School Ordinance of the North-West Territories, Regina, 1892.

School Ordinance, Chapter 29 of the 1901 Amendments, Regina, 1905.

Sissons, C. B. Bilingual Schools in Canada. Toronto: J. M. Dent & Sons, 1917.

Soffietti, James P. "Bilingualism and Biculturism," The Journal of Educational Psychology, April, 1955, p. 224.

Strickland, Ruth G. The Language Arts in the Elementary School. Boston: D. C. Heath and Company, 1951.

Sturtevant, E. H. Introduction to Linguistic Science. Yale University Press, 1947.

Sullivan, David M. "An Investigation of the English Disabilities of Ukrainian and Polish Students in Grades 9, 10, 11, 12 of Alberta Schools." Unpublished Master's thesis, University of Alberta, 1946.

Taillon, Léopold. Diversité des langues et bilinguisme. Moncton: Imprimerie Acadienne Ltée, 1958.

Tidyman, Willard F. & Butterfield, Marguerite. Teaching the Language Arts. New York: McGraw-Hill Book Company, 1951.

UNESCO. L'enseignement des langues vivantes. Amsterdam, 1955.

UNESCO. The Teaching of Modern Languages. Amsterdam, 1955.

Weinreich, Uniel. Languages in Contact. Linguistic Circle of New York, New York, 1953.

Weldon, R. C. "A Comparison of French-Speaking and Non-French-Speaking Students in High School French." Unpublished Master's thesis, University of Alberta, 1947.

Werner, Leopold. Speech Development of a Bilingual Child. Evanston: Northwest University Press, 1949.

APPENDIX A

University of Alberta,
Edmonton.
August, 1958.

Sister St. Sylva of Val Marie, Saskatchewan, is currently working on an M.Ed. program in the Faculty of Education of the University of Alberta. As part of the requirements for that program she is making an investigation of the teaching of French in the bilingual schools of Alberta and Saskatchewan.

This investigation is sponsored by the Division of Secondary Education of the Faculty of Education in Edmonton. The returns from each teacher will be kept in the strictest confidence. The report of findings will deal only with practices and conditions in the schools as a large group of schools and not with individual schools or classrooms. For this reason you are at liberty to sign your name or not as you please.

We request your cooperation in completing the attached questionnaire and returning it as soon as possible to: -

Sister St. Sylva,

Val Marie, Saskatchewan.

B.E. Walker

B.E. Walker, Acting Chairman,
Division of Secondary Education.

# APPENDIX B
## ENQUETE

## CONCERNANT L'ENSEIGNEMENT DU FRANCAIS

## DANS LES ECOLES BILINGUES DE L'ALBERTA ET DE LA SASKATCHEWAN

### A) A REMPLIR PAR LE PRINCIPAL

1. Nom de l'école: .....
2. Adresse de l'école: .....
3. District scolaire: .....
4. Division ou unité scolaire: .....
5. Nombre total d'élèves dans l'ecole: .....
6. Nombre d'élèves qui suivent le cours spécial de français destiné aux Canadiens-Français: .....
7. Nombre total de professeurs dans l'école: .....
8. Nombre de professeurs enseignant le français aux Canadiens-Français: .....
9. Quels grades s'enseignent dans l'école: .....

Nom du principal: .....

Adresse: .....

ENQUETE APPENDIX C

CONCERNANT L'ENSEIGNEMENT DU FRANCAIS

DANS LES ECOLES BILINGUES DE L'ALBERTA ET DE LA SASKATCHEWAN

B) A REMPLIR PAR LES PROFESSEURS DES GRADES 4 à 8

1. Diplômes du professeur:

a) Généraux:
Grade de l'A.C.F.A. ou de l'A.C.F.C. ou autre diplôme; précisez:

.....

Votre langue maternelle (la première que vous avez apprise) est-elle le français? Oui..... Non..... (Pointez votre réponse)

Nombre de cours français suivis à l'université: .....

Diplômes universitaires obtenus: Institutions:

..... .....

..... .....

b) Professionnels:
Brevet d'enseignement de l'Alberta: .....

Brevet d'enseignement de la Saskatchewan: .....

Brevet d'enseignement d'une institution de langue française; précisez:

.....

c) Nombre d'années d'expérience dans l'enseignement du français: .....

d) Nombre total d'années d'enseignement: .....

2. a) Enseignez-vous le français à la classe dont vous êtes titulaire?

Oui ..... Non .....

b) Si vous changez de classe pour l'heure de français, à quels grades enseignez-vous cette langue? .....

c) Etes-vous chargé de donner seulement des cours de français? Si oui, à quels grades enseignez-vous cette langue? .....

3. Elèves de la classe dont vous êtes titulaire:
(Veuillez inscrire le nombre d'élèves dans chaque grade pour chaque catégorie)

| Grade: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nombre total d'élèves dans chaque grade: | | | | | | | | | | | | |
| Nombre d'élèves dont la langue maternelle est le français: | | | | | | | | | | | | |
| Nombre d'élèves qui étudient le français: | | | | | | | | | | | | |

4. Horaire:
   a) Nombre de minutes que vous consacrez chaque jour à l'enseignement du français: .....
   b) Si vous enseignez le français une heure par jour, cette heure est-elle continue? Oui ..... Non .....
   c) Heure de la journée à laquelle se donne l'enseignement du français:
   .....

5. Enseignement du français:
   a) Indiquez le temps approximatif (en minutes) que vous consacrez chaque semaine à l'enseignement de chacune des matières suivantes:

   ..... Lecture et littérature ..... Grammaire

   ..... Dictée ..... Langue et composition

   b) Quel pourcentage approximatif de temps consacrez-vous à la langue parlée? (Conversation, discussions, comptes-rendus, récitations, choeur parlé, saynètes, etc.)

   ..... 10% ..... 30% ..... 50%
   ..... 20% ..... 40% ..... 60%

   c) Veuillez indiquer si vous enseignez les matières suivantes:

| | Tous les jours | Deux fois par semaine | Une fois par semaine | Occasionnellement | Jamais |
|---|---|---|---|---|---|
| Histoire du Canada | ..... | ..... | ..... | ..... | ..... |
| Chants ..... | ..... | ..... | ..... | ..... | ..... |
| Saynètes ..... | ..... | ..... | ..... | ..... | ..... |
| Récitations ..... | ..... | ..... | ..... | ..... | ..... |
| Jeux ..... | ..... | ..... | ..... | ..... | ..... |

   d) Activités françaises auxquelles votre classe participe:

   ..... Festivals de chansons ..... Concerts de Noel
   ..... Concours de diction, art oratoire ..... Autres concerts
   ..... Programme radiophonique ..... Journal scolaire (français ou bilingue)

   Autres activités (veuillez spécifier): .....
   .....

6. Devoirs de français à la maison: (Veuillez indiquer le nombre approximatif de minutes par jour assignées à chaque grade)

| Grade: | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|
| Nombre de minutes: | ..... | ..... | ..... | ..... | ..... |

7. Bibliothèque:
   a) Nombre de livres adaptés à vos élèves: .....

b) Comment vous procurez-vous des livres pour votre bibliothèque de classe:

..... En vous adressant au district scolaire

..... En vous adressant à la division ou à l'unité scolaire

Autres moyens (Veuillez spécifier): .....

.....

8. a) Matériel audio-visuel dont vous vous servez pour l'enseignement du français:

..... Tourne-disques
..... Radio
..... Projecteur sonore
..... Projecteur silencieux
..... Magnétophone (Tape recorder)
..... Projecteur à films fixes

b) Si vous ne vous servez pas de ces appareils, veuillez en indiquer les raisons:

.....

.....

c) La commission scolaire (ou l'unité ou la division) vous fournit-elle le matériel pédagogique pour l'enseignement du français au même titre que pour les autres matières au programme? Oui ..... Non .....

9. Programme d'études:

a) Veuillez indiquer par un (✓) les matières auxquelles, selon vous, on devrait donner moins d'importance et par deux (✓✓) les matières sur lesquelles il conviendrait d'insister davantage:

..... Lecture et littérature
..... Dictée
..... Langue écrite
..... Chant
..... Grammaire
..... Langue parlée

b) Commentaires: .....

.....

c) Selon vous, le programme tel qu'il se présente actuellement peut-il être rempli de façon adéquate dans le temps alloué pour le français? Oui..... Non.....

Commentaires: .....

.....

d) Faites-vous entrer l'enseignement du français dans les activités spéciales (entreprises) ou centre d'intérêt (project) auxquels vos élèves travaillent dans la classe dont vous êtes titulaire? Oui..... Non.....

Sinon, veuillez en indiquer la raison:

..... Aucun ouvrage de référence en français

..... Insuffisance de temps pour enseigner d'après cette méthode

..... Vous ne vous intéressez pas à cette méthode d'enseignement

..... Vous changez de classe pour l'enseignement du français

e) Occasionnellement, enseignez-vous le cours de français au moyen d'activités spéciales ou de centre d'intérêt? Oui..... Non.....

10. Concours de français:
    a) Est-ce que les examens préparés par l'association française de votre province portent sur ce que vous enseignez? Oui..... Non.....

       Commentaires: .....

       .....

    b) Enseigneriez-vous de la même façon si vous prépariez vos examens vous-même? Oui..... Non..... Sinon, quelle différence y aurait-il? .....

       .....

    c) Considérez-vous les examens comme un stimulant pour vos élèves? Oui..... Non.....

11. Orientation et contrôle de l'enseignement du français:
    a) Le surintendant inspecte-t-il la classe de français? Oui..... Non.....
    b) Le surintendant vous donne-t-il des directives pour votre enseignement du français? Oui..... Non.....

12. Réunions professionnelles et journées pédagogiques se rapportant à l'enseigneme du français?
    a) Ont-elles lieu un jour de classe? Oui..... Non.....
    b) Généralement pouvez-vous y assister? Oui..... Non.....
    c) Enumérez quelques thèmes de discussion qui figurent au programme de ces réunions:

       .....

       .....

13. Difficultés que vous rencontrez dans l'enseignement du français; numérotez cinq raisons de la liste suivante par ordre de difficulté: (Indiquez par le chiffre 1 celle que vous considérez la plus difficile, etc)

    ..... Insuffisance de direction et d'orientation

    ..... Insuffisance de matériel pédagogique

    ..... Concours de français trop difficiles

    ..... Programme trop difficile

    ..... Insuffisance de livres de bibliothèque

    ..... Préparation insuffisante des élèves au cours des grades précédents

    ..... Commaissances trop inégales de la langue chez les élèves

    ..... Surveillance des élèves qui ne suivent pas les cours de français

    ..... Insuffisance de temps

    ..... Insuffisance de préparation pédagogique ou académique pour l'enseigneme du français

14. Enumérez les trois points que vous considérez les plus urgents pour l'améliorati de l'enseignement du français dans les écoles bilingues:

    .....

    .....

    .....

    Si vous le désirez, veuillez inscrire votre nom: .....

# APPENDIX D

## QUESTIONNAIRE

## CONCERNING THE TEACHING OF FRENCH IN THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

### FOR THE PRINCIPAL

1. Name of School: .....
2. Address of School: .....
3. School District: .....
4. School Division or Unit: .....
5. Total number of pupils in the school: .....
6. Number of pupils taking the special French course for French-speaking pupils: .....
7. Total number of teachers: .....
8. Number of teachers teaching French to French-speaking pupils:.....
9. Grades taught in the school: .....

Principal's name: .....

Address: .....

# APPENDIX E

## QUESTIONNAIRE

## CONCERNING THE TEACHING OF FRENCH IN THE BILINGUAL SCHOOLS OF ALBERTA AND SASKATCHEWAN

## FOR THE TEACHERS OF GRADES 4 - 8

1. Qualifications of the teacher:

   a) Academic:

   A.C.F.A. or A.C.F.C. grade (or other institution, specify):.....

   .....

   Is French your mother tongue? (Please check): Yes .... No ....

   Number of French university courses completed: .....

   University degrees held: University:

   .....

   .....

   b) Professional:

   Alberta teaching certificate held: .....

   Saskatchewan teaching certificate held: .....

   Teaching certificate from a French institution, if any (specify):

   .....

   c) Number of years of experience in teaching French: .....

   d) Total number of years of experience: .....

2. a) Do you teach French to your regular class? Yes ..... No .....

   b) If you exchange classes for French, what French grades do you teach? .....

c) Are you a special teacher of French, what French grades do you teach? .....

3. Pupils in your regular class:
(Please insert the number of pupils in each grade for each category)

| Grade: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total number of pupils in each grade: ..... | | | | | | | | | | | | |
| Number whose mother tongue is French: ..... | | | | | | | | | | | | |
| Number taking French: ..... | | | | | | | | | | | | |

4. French period:

a) Number of minutes per day devoted to the teaching of French: .....

b) If one hour, is it continuous? Yes ..... No .....

c) Time of day when French is taught: .....

5. French instruction:

a) Indicate the approximate number of minutes per week you devote to each of the following:

..... Reading and Literature ..... Grammar

..... Dictation ..... Language and Composition

b) What approximate percentage of time is given to oral language? (conversation, discussion, oral reports, vocabulary, recitation, choral speaking, dramatization, etc.) Check:

..... 10% ..... 30% ..... 50%

..... 20% ..... 40% ..... 60%

c) Check if the following are taught and how frequently:

| | Daily | Bi-weekly | Weekly | Occasionally | Never |
|---|---|---|---|---|---|
| History of Canada: | ..... | ..... | ..... | ..... | ..... |
| Songs: ..... | ..... | ..... | ..... | ..... | ..... |
| Dramatization: ... | ..... | ..... | ..... | ..... | ..... |
| Recitation: ..... | ..... | ..... | ..... | ..... | ..... |
| Games: ..... | ..... | ..... | ..... | ..... | ..... |

d) Co-curricular French activities in which your class participates: (Check)

..... Music festivals

..... Public speaking contest

..... Radio program

..... Christmas concerts

..... Other concerts

..... School paper (French or bilingual)

6. Homework: (Please indicate the number of minutes per day assigned to each grade).

| Grade: | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|
| Number of minutes: ..... | ..... | ..... | ..... | ..... | ..... |

7. Library:

a) Number of French books suitable for your French class: .....

b) Means of securing funds for books:

..... Supplied by local district

..... Supplied by Unit or Division

Other methods (Please specify): .....

.....

8. a) Audio-visual aids which you use in the teaching of French:

..... Record player ..... Silent projector

..... Radio ..... Tape recorder

..... Sound projector ..... Filmstrip projector

b) If you do not use these aids, please give the reasons: .....

.....

c) Does the school board (unit or division) supply you with the instructional material for the teaching of French on the same basis as for the teaching of other subjects? Yes ..... No .....

9. Curriculum:

a) Check subjects which, in your opinion, should be reduced in scope on the curriculum, and double-check those that should be given more importance:

..... Reading and literature ..... Songs

..... Dictation ..... Grammar

..... Written language and composition ..... Oral language

b) Comments: .....

.....

c) Do you think that the program as it stands can be covered adequately in the time allotted to French? Yes ..... No .....

d) Do you have French enter into the enterprise or project on which your class is working? Yes ..... No .....

If not, please indicate the reason:

..... No reference in French
..... Lack of time to teach by that method
..... No interest to teach through that method
..... Exchange of classes for French

e) Do you use an occasional project to teach the prescribed French course? Yes ..... No .....

10. Tests:

a) Are the examinations as set by the French association of your province testing what you are teaching? Yes ..... No .....

b) Comments: .....

c) Would you teach the same way if you prepared your own tests? Yes ..... No .....

If not, what difference would there be? .....

.....

d) Do you find the tests are an incentive for good performance on the part of the pupils? Yes ..... No .....

11. Guidance and supervision:

a) Does the superintendent inspect the French class? Yes .... No ....

b) Is any guidance concerning the teaching of French offered by the superintendent? Yes ..... No .....

12. French conventions and institutes:

a) Are they held on a school day? Yes ..... No .....

b) As a rule are you able to attend? Yes ..... No .....

c) List some of the topics which are discussed: .....

.....

.....

.....

13. Difficulties encountered in the teaching of French:
(Number five of the following in decreasing order of difficulty:)
(Number the most difficult as 1, etc.)

..... Inadequacy of supervisory assistance and leadership

..... Inadequacy of instructional material furnished to the teacher

..... Tests as set by the French association too difficult

..... Curriculum too difficult

..... Lack of pupils preparation in previous grades

..... Lack of suitable books for free reading

..... Wide range of individual differences in grasp of language

..... Supervision of pupils who do not take French

..... Lack of time

..... Lack of training for the teaching of French

14. List what you consider the three most urgent needs for the efficient teaching of French at the present time:

.....

.....

.....

Name: (If you wish) .....

B29786